



## **PSHE and Citizenship Policy Including Early Years Foundation Stage**

Personal, social and Health Education and Citizenship aims to 'give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens' (National Curriculum Handbook). Through formal lessons, Assemblies and extra-curricular activities the school will encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

In all we do at Plymouth College Preparatory School we aim to:

1. Promote the spiritual, moral, cultural, mental and physical development of pupils at the school.
2. Prepare pupils for the opportunities, responsibilities and experiences of teenage and adult life
3. Encourage pupils to develop confidence and responsibility for their actions and help them make the most of their abilities
4. Prepare them to play an active role as citizens
5. Help pupils to develop a healthy, safer lifestyle
6. Help pupils to develop good relationships and respect the differences between people
7. Encourage pupils to respect fundamental British values
8. Understand the difference between right and wrong and help them develop their moral compass

PSHE and citizenship is designed to be 'light touch' and flexible so we can build on what we are already doing well. It provides pupils with opportunities to address issues they will face in their lives and show them how they can make a difference in the local community and the wider world. Our PSHE teaching is based on the core school values and the following basic underlying principles which emphasise our whole school approach to the subject:

- a. We have clear school values which are understood and appreciated by the pupils
- b. We have good relationships within the school based on mutual respect
- c. The school enjoys good relationships with the local community and wider world
- d. Our whole school curriculum requires children to participate and contribute towards their community
- e. There are plenty of opportunities for all children to learn and achieve
- f. Plymouth College Preparatory School promotes PSHE and does all it can to prepare children for opportunities and experiences of life
- g. Staff at Plymouth College Preparatory School do not promote extremist or partisan views in their teaching
- h. At all times we offer pupils a balanced presentation of views when political issues, or lifestyle choices, are brought to their attention.

## **Early Years to Year 4**

In these age-groups the subject is taught through a variety of methods:

1. In class through circle time, class discussion and story-telling
2. Through visits and talks related to the topic of 'People who Help Us'
3. Through the promotion of healthy lifestyle options in Science, lunchtimes and PE lessons
4. Through the multi-faith approach to RE
5. In Assemblies which often focus on moral issues and involve moral tales from different cultures or references to topical issues involving the wider world.
6. Through the school links with schools in France
7. Through involvement with the School Council
8. Through involvement in the many pupil led charity initiatives we have in the school
9. Through the everyday issues concerning thoughtful, community minded behaviour and encouraging children to take responsibility for their behaviour and its consequences
10. In English and humanity lessons looking at how beliefs differ through time and place and how this country's political, social and judicial institutions have evolved
11. In art lessons through projects looking at differing cultures
12. Through holding positions of responsibility in the school such as Class Monitors or group leaders.

It could be said that in all we do we are teaching pupils PSHE by promoting hard work, open minds, involvement in the community and kind behaviour. It follows that all the staff in the school should see themselves as role models for the kind of behaviour and outlook we wish to see in our pupils.

## **School Assemblies**

Please see our Assembly Policy for more details as to how we use Assemblies to promote PSHE. In particular we use them to encourage pupils to:

- a. Take an active interest in the world around them and a desire to contribute positively to the wider community
- b. Be compassionate by adopting a 'There but for the Grace of God ...' approach to people in need of help
- c. Develop a clear sense of right and wrong and understanding of moral values
- d. Develop an interest in the local community and the wider world
- e. Develop a tolerant attitude to other people's beliefs and lifestyles
- f. Have a healthy respect for spirituality so that they make meaningful choices later in life
- g. Be aware of the dangers of accepting uncritically anything they are told and the importance of checking sources
- h. Accept responsibility for their behaviour and how it affects others

## **Years 5 and 6**

We have dedicated PSHE lessons in the upper years. Through a variety of teaching methods including drama, debating, visits to places like the council chambers we aim to give our pupils the following:

1. An awareness of the importance of leading a healthy lifestyle (e.g. not smoking, eating well, getting exercise, avoiding unnecessary stress, prioritising happiness and fulfilment.)

2. An awareness of the importance of evaluating risk in all aspects of life (e.g. acting out situations involving dares, drugs, alcohol)
3. The opportunity to practise possible responses to situations where they are put under pressure to act in a particular way.
4. Showing pupils how they can play an active role in the world around them (e.g. local politics, debates about environmental issues)
5. A respect for basic human freedoms of belief and knowledge of how this is protected by British Law
6. An understanding of moral values and how British Law works to protect citizens
7. Develop a basic understanding of politics, both national and local, and democracy including an understanding of how tolerance of belief allows intolerance to be preached
8. An understanding of study skills, finding what works for them, how to organise their lives to maximise the chances of success and happiness
9. Develop a basic knowledge of First Aid
10. Consider the importance of values and how they will help them make decisions that will shape their lives in the future
11. An awareness of the importance of human rights including the concept of 'individual space'
12. An understanding of the changes they will go through during puberty and adolescence
13. A basic understanding of personal finance and how banks work
14. The confidence and willingness to take part in debates and discussions about issues affecting them and others in the world (teaching both speaking and listening skills)
15. An awareness of the role of the army and police in the democratic process and the running of the country
16. An awareness of the dangers of intolerance and discrimination
17. An awareness of how we can make meaningful differences to the lives of those in other countries or in future generations (environmental issues which are also covered in Geography)
18. An understanding of the role of the Government and Law Courts in holding people to account
19. Preparation for the next stages of their education including the choices they will have to make
20. Developing inter-personal skills by acting out and talking through situations that might arise while they are acting as prefects
21. Considering parenthood

Plymouth College Preparatory School is committed to giving pupils the best possible preparation for life and the teaching of PSHE has a central role in helping us fulfil this aim.

C Gatherer  
**Headteacher**

January 2018  
 Review date January 2019

## Aspects of PSHE and citizenship at EYFS and key stages 1 and 2

The PSHE curriculum is to be reviewed annually.

From Pre-School to year 4 staff will fill in the form below and submit it to the PSHE Co-ordinator.

|  |  |
|--|--|
| 1 Taking part – developing skills of communication and participation |  |
| 2 Choices  |  |
| 3 Animals and us   |  |
| 4 People who help us – the local police, fire ambulance coastguard   |  |
| 5 Living in a diverse world  |  |
| 6 Developing our school grounds                                      |  |
| 7 Children's rights – human rights                                   |  |
| 8 How do rules and laws affect me?                                   |  |
| 9 Respect for property   |  |
| 10 Local democracy for young citizens                                |  |
| 11 In the media – what's the news?                                   |  |
| 12 Moving on   |  |

# Schemes of work 2017-2018

## EYFS

### Autumn Term

#### PSED

- Learning routines of school day and class rules/boundaries
- Learning to share
- Personal safety and self-care i.e. washing hands before/after going to the toilet
- Knowledge of other cultures. Celebrating festivals such as Eid, Divali, Easter, Christmas and Chinese New year.
- Building friendships
- Learning to listen and work together
- Talking about feelings, manners and acceptable behaviour.
- Dressing and undressing for P.E. independently.
- Respecting self / others and belongings

#### UW

- Familiarization with the class and school
- Talking about family and ourselves
- Learning about the days of the week
- Exploring different cultures and celebrations
- Talking about the weather and seasons - what do we need to wear if it is cold/hot/raining? Going on nature walks in the school grounds and talking about the changes in the seasons. i.e. how the leaves change colour in the Autumn looking at the blossom in the spring.
- Computer and ICT
- Helping in our garden- harvesting the fruit and vegetables, preparing for winter.
- Cooking / changes of state.

### Spring Term

#### PSED

- Welcoming new children
- Recapping school rules
- Learning to work in groups, taking turns, sharing
- Developing listening skills
- Discussing feelings and own experiences
- Encouraging self-care – fastening buttons, buckles and zips.
- Taking care of the garden
- Class helpers
- Personal safety

#### UW

- Continue to talk about seasons

- Cooking
- Celebrations-Chinese new year-making dragons for a dragon dance, tasting Chinese food, stories
- Looking at X-rays of bones and teeth
- Talking about families
- Growing and planting
- Looking at life cycles- Caterpillar-butterfly
- Computer and ICT
- Gardening
- Visit from Health Care professionals
- Nature Walk

## **Summer Term**

### **PSED**

- Looking at baby photos, how we have grown
- Concert practice
- Class helpers
- Daddy and Grandad/ Mummy and Grandma days
- Taking turns
- Sharing
- Personal safety
- Self-care
- Visit from Vet
- Respecting self, others and belongings
- Class rules
- Moving up to reception

# Infants

## Year 1

1. Taking part- developing skills of communication and participation. – *Circle time*
2. Choices – *Afternoon free choice, Choice of stories*
3. Animals and us- *Insects, Mini beasts, sea shore*
4. People who help us- *Post Office worker visit, Wembury beach warden visit*
5. Living in a diverse world. *Wembury beach, Butterfly farm Saltram House, Mount Edgcumbe, Aquarium. Burrator reservoir, Celebrating festivals from around the world.*
6. Developing our school grounds. *Growing plants and flowers in the vegetable garden and eating the produce*
7. Childrens' Rights - Human Rights. *General Class rules, respect for others and equipment used*
8. How do rules and laws affect me? *As above*
9. Respect for property- *As above*
10. Local democracy for young citizens.
11. In the media- what's the news? *The pupil's year news publicised via the intranet. World events brought in by children. Circle time*
12. Moving on- *Visits to year 2 and special work in summer term shown to new Teacher*

## Year 2

1. Taking part- developing skills of communication and participation. – *Circle time, Carpet time and pupils' assemblies*
2. Choices – *End of week treat once all work is completed and choice of partner is they are working well. Clubs and activity choices*
3. Animals and us- *Food and Farming. Visit to Langage farm and Riverford (Veg)*
4. People who help us- *Visit to fire station*
5. Living in a diverse world. *Looking at the local area. Amenities and problems. Local walk*
6. Developing our school grounds.
7. Childrens' Rights - Human Rights.
8. How do rules and laws affect me? – *Classroom Rules, Circle time and as issues arise*
9. Respect for property- *As above*
10. Local democracy for young citizens - *Pupils voted onto school council*
11. In the media- what's the news? *The pupil's news as published on the web site*
12. Moving on- *Meet the year 3 teachers for the afternoon*

## Juniors

### Year 3

1. Taking part- developing skills of communication and participation. – *RE/ PSE discussions and drama lessons*
2. Choices - *Using “free” lesson time when regular work is completed to give pupils creative choices in English. Clubs and activity choices.*
3. Animals and us- *Nature watch around school. Science work and trip to Forest School Saltram in the summer*
4. People who help us-
5. Living in a diverse world. *Geography. Britain, St Lucia, India.*
6. Developing the school grounds
7. Childrens’ Rights - Human Rights. *R.E. discussions also moral/social issues on a daily basis.*
8. *How do rules and laws affect me? – School rules- for safety and health of wider community (on a daily basis)*
9. Respect for property- *Looking after own belongings and PE kit around school.*
10. Local democracy for young citizens - *School Council*
11. In the media- what’s the news? *Refer when appropriate in any school subject.*
12. Moving on- *Prep for year 4*

### Year 4

1. Taking part- developing skills of communication and participation. – *Many classroom activities including role play in History. Interviewing each other and acting out the parts of historical characters and putting their view points across. Shakespeare group acting in spring.*
2. Choices – *Clubs and activity choices, project and research work.*
3. Animals and us- *Project work in the Autumn term on vertebrates, mini beast work and care in the summer.*
4. People who help us- *Visit from Vicar for Easter activities*
5. Living in a diverse world - *Project work on different habitats i.e. summer in geography, Bedouin people. Judaism- beliefs, customs and festivals.*
6. Developing our school grounds. *Gardening club*
7. Childrens’ Rights - Human Rights - *Consideration of rights being abused through the story of Anne Frank*
8. *How do rules and laws affect me? – “Golden rules” for behaviour*
9. Respect for property- *Ongoing pastoral work in form time.*
10. Local democracy for young citizens - *School council nominations/ discussion of qualities you would look for in the elected candidate.*
11. In the media- what’s the news? *Brought into subjects as relevant e.g. autumn term. Water found on the Moon*
12. Moving on- *Preparation for years 5/6. Homework management. Increasingly allowed more fluid time management throughout year. Use of HW diary. Responsibility for self encouraged.*

## Year 5 PSHE and Citizenship

### **AUTUMN TERM**

1. Team Building skills, listening skills, how to make a classroom work. (3 weeks)
2. Bullying: What is it, looking out for each other, bully proofing, blocking skills, Role plays.(4 weeks)
3. What does it mean to be British, looking at newspaper articles, different groups' view points, Invaders and Settlers where do British people come from.(4 weeks)
4. Civil rights/Human rights. Looking at the background and project work (Martin Luther King, Nelson Mandela American Civil war etc.) Presentations, what works well, holding your audience. (4 weeks)

### **SPRING TERM**

1. First Aid basics including CPR and recovery position (dummies from K Compton at Main school) Role play accidents and emergencies. (5 weeks)
2. Life skills. Role play a variety of situations, (safety to and from school out and about on holiday) emphasis on Bullying, including Cyber Bullying. ICT work with F.Baylis (3 weeks)

### **Visitors:**

Fire Brigade and Paramedics, as available.  
P.E. Personal Survival and Rescue Skills.

### **SUMMER TERM**

1. Holding positions of responsibility e.g. being a prefect or being a parent
2. Looking after the world – trip to Camp Kernow (an Eco camp in Cornwall)

## YEAR 6 PHSE and Citizenship

### AUTUMN TERM

1. Being a Prefect (3 weeks)  
Responsibility / How to influence others / Tact  
How to help
2. A Design for Life (3 weeks)
  - a. Education – what is it good for?
  - b. Life values
  - c. Careers – what do we mean by job satisfaction?
  - d. Brief introduction to financial management
  - e. Taking risks – gap years / stocks and shares /lifestyles / credit cards
3. Legal and Illegal drugs (3 weeks)
  - a. Definition
  - b. Smoking
  - c. Illegal substances
  - d. Alcohol
4. Study Skills (2 weeks)

### SPRING TERM

1. Our political system – what is democracy? (4 weeks)
  - a. national and local politics
  - b. Visit to council chambers
  - c. Mock election
  - d. Manifestos
  - e. Issues facing local government
  - f. Freedom of thought and the dangers of radicalisation
2. Growing up and adolescence (3 weeks)
  - a. Sex education
  - b. Puberty
  - c. Hygiene

### SUMMER TERM

1. Living with others
  - a. Tolerance - Religious and political
  - b. What do we mean by multiculturalism
  - c. Why do religions cause wars?
  - d. Living together (Families and French trip)
2. Moving on

- a. Stages of life
- b. Differences at senior school
- c. Planning for the future

## **Building on Children's earlier experiences**

The scheme of work builds on the pupils learning during the foundation stage. The early learning goals for children's personal, social and emotional development are used to illustrate this. Other aspects of learning also underpin citizenship, for example those relating to:

- disposition and attitudes;
- self-confidence and self-esteem;
- making relationships;
- behaviour and self-control;
- sense of community;
- language for communication;
- language for thinking;
- exploration and investigation; and
- Cultures, beliefs and imagination.

By the end of the foundation stage most children will have experienced learning opportunities that promote a disposition and attitudes that enable them to:

- continue to be interested, excited and motivated to learn;
- be confident to try out new activities, initiate ideas and speak in a familiar group; and
- maintain attention and concentration and sit quietly when appropriate.

They will be developing self-confidence and self-esteem so that they:

- respond to significant experiences, showing a range of feelings when appropriate;
- have a developing awareness of their own needs, views and feelings and are sensitive to the views, needs and feelings of others; and
- have a developing respect for their own culture and beliefs, and those of other people.

Children will be developing positive relationships and be able to:

- form good relationships with adults and peers;
- work as part of a group or class, taking turns and sharing fairly, understanding that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Through early learning goals for behaviour and self-control children will:

- understand what is right, what is wrong, and why;
- consider the consequences of their words and actions for themselves and others.

They will be able to take care of themselves, for example showing that they can:

- dress and undress independently and manage their own personal hygiene; and
- select and use resources independently.

They will have had opportunities to develop a sense of community and learnt to understand that:

- people have different needs, views, cultures and beliefs, which should be treated with respect; and
- they can expect others to treat their different needs, views, cultures and beliefs with respect.

### **Assessment Opportunities**

Opportunities for assessment include opportunities for children to:

- demonstrate their understanding through planning a talk or presentation
- design a display or web pages
- produce a diary, logbook or portfolio
- contribute to discussions and debate
- produce resources for younger children
- demonstrate skills through role-play or participation in simulations
- write letters to local councillors or MPs, or articles for school or local newspapers
- make a video of an event or participate in, for example, a class or school council meeting
- record an interview with members of the local community
- produce evidence of helping to plan a visit or arranging for a visiting speaker
- produce evidence of involvement in an arts-oriented project on a relevant theme.

### **Recognising Achievement**

The school already has in place effective means for recognising pupils' achievements

- Community awards
- Headmaster's commendations
- Project Awards
- Reading awards
- Gardening club ribbons
- Sporting achievements both in and out of school