



Personal, Social, Health and Economic Education (PSHE) and Citizenship Policy

Aims and objectives

Personal, social, health and economic education (PSHE) and citizenship promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives and to play a positive role in contributing to the life of the school and the wider community. It aims to help them understand how they are developing personally and socially, and tackles many moral, social and cultural issues. They learn to appreciate what it means to be a positive member of a diverse multicultural society. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

At Westwood with Iford School we believe that the personal, social, health and economic development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

At Westwood with Iford we aim to help the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop confidences and responsibilities and make the most of their abilities
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- understand some basic principles of finances
- celebrate personal achievements attained inside and outside school

Teaching and learning

We use a range of teaching and learning styles, placing 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, exit point 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. We offer children the opportunity to hear visiting speakers, such as representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Golden Rules are valued throughout the school as the standards which guide behaviour.

PSHE and Citizenship Curriculum Planning

PSHE and Citizenship cannot always be confined to specific timetabled time. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers

Class circle times are held regularly, when issues to do with PSHE and citizenship are raised and discussed. We also teach PSHE discretely and where appropriate we introduce PSHE and citizenship using a cross-curricular approach. We use the Wiltshire Scheme 'Learn 4 Life' and the International Primary Curriculum to support the planning and teaching of PSHE. This offers an integrated approach to the 'Social and Emotional Aspects of Learning' (SEAL) together with the broader aspects of the PSHE curriculum and the wider aspects of internationalism. 'Learn 4 Life' provides a model for consistent, progressive and comprehensive coverage of pupils' entitlement in this area of learning. Please see **Appendix A** for the curriculum structure.

We also develop PSHE and citizenship through activities and whole-school events, e.g. we offer a residential visit to Years 5 / 6 in Key Stage 2 every other year, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Teachers also set aside time in class to discuss matters arising from school council and digital leader meetings.

Early Years Foundation Stage

We teach PSHE and Citizenship in EYFS as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the EYFS. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS curriculum.

Relationships within School

Relationships at Westwood with Iford School are based on an atmosphere of trust and respect for everyone. Our School Motto is 'Inspiring Success in a World of Possibilities'. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children have an active School Council where two children from each class are elected to represent class views.

Equal Opportunities

All children have the opportunity to take part in our PSHE and Citizenship programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, issues can then be met and discussed which may otherwise not arise informally. It is intended that PSHE and Citizenship at Westwood with Iford supports the personal and social development of children at home.

Assessment and recording

Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the key learning outcomes set out in 'Learn 4 Life'. In the EYFS, they are assessed against the objectives laid out in PSED. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Teachers record the achievements of pupils in PSHE and citizenship in Terms 2, 4 and 6. We report these achievements to parents each year.

Resources

As a school we endeavour to regularly review resources to ensure that are available to enhance teaching and learning. The school buys into a successful library resource lending service from Wiltshire, which helps children and teachers to access the curriculum in a new and exciting way.

Monitoring and Review

The PSHE and Citizenship subject leader is responsible for monitoring the standard and quality of teaching and learning in PSHE and Citizenship. They monitor this through looking at planning, informal observations, work scrutiny, pupil conferencing and curriculum walks. This is then fed back to staff and link governors. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and Citizenship, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader highlights areas to be developed and shares these with staff, so that they can then be implemented into the School Development Plan.

Date approved by Governors: September 2015

Reviewed: September 2018

Date of Review: September 2021

LONG TERM PLANNING OVERVIEW

KEY STAGE 1 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 1/Year A Outline content	This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognising diversity and establishing class rules and rewards.	This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.	This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as loss.	This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles	This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.
Year 1/Year A Assessment outcomes	<p>I know why we have rules in school</p> <p>I can tell you how I am the same and different from my friends</p> <p>I have thought about how to talk about my feelings</p>	<p>I know how to be careful when walking on the pavement</p> <p>I can listen well to other people when they are talking</p> <p>I have thought about how to keep myself safe</p>	<p>I can tell you about the different types of work people do</p> <p>I can tell you some of my strengths as a learner</p> <p>I have thought about how I learn and how I can achieve a goal</p>	<p>I know who my friends and family are</p> <p>I can make people I care about happy</p> <p>I have thought about people who are important to me and how I feel about them</p>	<p>I know that exercise keeps me fit and healthy</p> <p>I know not to touch medicines and that substances in the house can be dangerous</p> <p>I can tell you something that makes me feel proud</p> <p>I have thought about different ways to keep myself healthy</p>	<p>I know my friends can help me and I can help them in times of change</p> <p>I know that some changes are natural and "happen by themselves"</p> <p>I have thought about working with other people to overcome obstacles.</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
'Wiltshire Worlds' reference	Our World of Feelings and Relationships	Our World of Risk / Our Cyberworld	Our World of Money	Our World of Feelings and Relationships	Our World of Healthy Lifestyles / Risk	Our World of Feelings and Relationships

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Year 2/Year B Outline content	This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.	This unit focuses on learning to consider and help others, including contacting emergency services. It also links to National Anti-Bullying week.	This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.	This unit focuses on relationships with friends and family. It also begins to focus on more sensitive issues such as growing and changing and personal hygiene.	This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.	This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.
Year 2/Year B Assessment outcomes	I know how I can help make my classroom a safe and happy place I can welcome someone into my class I have thought about how my behaviour can affect others	I know about stranger danger including meeting strangers online I can work well in a group I have thought about what I should do if I meet dangerous situations	I know that you can choose to spend or save money I can choose between my ideas and give reasons I have thought about the best way to use money	I know the stages of a life cycle I can identify some of the people who care for me I have thought about ways of keeping my teeth healthy	I know why I should eat 5 portions of fruit and veg a day I know what makes me feel relaxed and what makes me feel stressed I have thought about the importance of a balanced diet	I know how to cope with changes that can be exciting or worrying I can plan to overcome obstacles that might get in the way I have thought about how to make sensible choices
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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LONG TERM PLANNING OVERVIEW

Lower KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 3/Year A Outline content	This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.	This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety .	This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.	This unit focuses on relationships with friends and family. It further develops learning about sensitive issues such as personal hygiene.	This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.	This unit explores various aspects of personal safety. Children identify people they can trust to help them and learn how and where to get help.
Year 3/Year A Assessment outcomes	I know something about everyone in my class I can work in a cooperative way with others I have thought about how everyone has to live by rules	I know how to take turns when talking I can spot dangers in the home including dangers online I have thought about how to stay safe	I know some enterprising ways I can support a charity I know how others can help me achieve my goals and how I can help others I have thought about the importance of teamwork	I know that families can be different from one another I can say no to peer pressure I have thought about the importance of caring for myself and keeping myself clean	I know that eating too much salt, sugar and fat is bad for me I can recognise when I find something difficult and do something about it or cope with how that makes me feel I have thought about how to keep my body healthy	I know some people who I can turn to for help at difficult times I know that everybody goes through many sorts of change all the time I have thought about ways of keeping myself safe including how to contact Childline
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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Year 4/Year B Outline content	Building on previous learning and growing maturity children re-establish class ground rules. They also consider how to manage difficult situations.	This unit begins with a focus on solving problems and anger management. Later, pupils learn about staying safe during the darker nights and investigate bullying issues.	In this unit pupils undertake another enterprise activity focused on Fair Trade. The emphasis is on responsibility and teamwork.	This unit focuses on relationships. It tackles sensitive issues such as personal hygiene and puberty, recognising that changes we experience are natural and can be embraced positively.	This unit explores coping with feelings, such as stress and anxiety. Children learn about the effects of smoking, risk and the importance of making healthy choices.	This unit explores change, where and how to get help, eg when playing outdoors, as well as e-safety and keeping personal information safe.
Year 4/Year B Assessment outcomes	I know what it feels like to be unwelcome I can work with others to achieve a shared goal I have thought about how to develop and maintain a positive learning environment	I know how to enjoy fireworks safely I can use peaceful problem solving to sort out difficulties I have thought about ways to manage difficult feelings	I know what can influence how people spend or save I know I am responsible for my own learning and behaviour I have thought about why people spend and save	I know the names for male and female body parts I can take responsibility for what I choose to do I have thought about how and why my body will change	I know I am responsible for taking exercise to look after my body I know how to say no, if offered a cigarette I can stop and think before I act I have thought about how to make sensible choices	I know some ways of dealing with changes that make me feel uncomfortable I know some ways of dealing with the feelings that arise from changes I have thought about ways to keep myself safe when I am out with my friends
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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Upper KEY STAGE 2 Theme (SEAL Theme)	Autumn 1 Our Happy School (New Beginnings)	Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)	Spring 1 Looking Forward (Going for Goals)	Spring 2 My Friends and Family (Relationships)	Summer 1 Healthy Bodies, Healthy Minds (Good to be Me)	Summer 2 Ready, Steady, Go (Changes)
Year 5/Year A Outline content	As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore stereotyping and discrimination.	This unit gives pupils the opportunity to explore choices that have to be made regarding money. The concepts of saving and budgeting and earning money are developed.	This unit is about the physical and emotional changes that occur in puberty. It covers conception, birth and parenting issues, while helping to allay embarrassment.	This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.	This unit explores difficult changes, particularly feelings around loss and bereavement. Children also learn about keeping safe and responding to emergencies.
Year 5/Year A Assessment outcomes	<p>I know that I am valued at school</p> <p>I can identify my strengths and how I can contribute to a group</p> <p>I have thought about the importance of rules and keeping them</p>	<p>I know that different ways of behaving are appropriate in different types of relationships</p> <p>I can protect my personal safety</p> <p>I have thought about how stereotyping can affect people in different ways</p>	<p>I can explain how people manage their money</p> <p>I know the skills and attributes of a successful learner</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so</p>	<p>I know some things to do when I feel embarrassed</p> <p>I can describe some of the physical changes of puberty</p> <p>I have thought about how my body will change during puberty, how I may feel, and what to do about these feelings</p>	<p>I know that alcohol is a drug</p> <p>I can describe the Eat Well plate and a balanced diet</p> <p>I can stand up for what I think after listening to others and making my own choice</p> <p>I have thought about how I can have a healthy mind and body by.....</p>	<p>I know how people often respond to difficult changes</p> <p>I can take responsibility for my own safety</p> <p>I have thought about how to deal with difficult feelings to do with loss</p>
PSHEE Focus	Citizenship (Me & my community)	Safety	Economic Wellbeing	Sex & Relationships Education	Healthy Lifestyles / Drug Education	Resilience / Preparing for Change
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Year 6/Year B Outline content	Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.	This unit focuses on how to develop responsibility for being safe in various situations. Pupils explore how to identify and manage risk.	This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.	This unit looks at how people deal with sensitive issues such as loss, self image, stereotyping and media influence. It looks at choices people make and their consequences.	This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.	This unit explores transition to secondary school and the thoughts and feelings that accompany change. Pupils reflect on their achievements and plan their 'legacy'.
Year 6/Year B Assessment outcomes	I know how to work well in a group I can listen to and show respect for other people's views when working in a group I have thought about what makes a group function well so that we can learn together	I know how to protect myself on-line I can use my skills for solving problems peacefully to help other people resolve conflict I have thought about strategies I can use to stay safe when faced with risky situations	I can help organize an enterprise activity I know it is up to me to get things done by taking the first step I have thought about how money affects the way I live	I know some of the feelings that people have when someone close dies or leaves I can recognise and challenge stereotyping and discrimination I have thought about how the media can influence the way we think and feel about people and situations	I know why I should exercise I know what addiction means I understand that sometimes the feeling part of my brain takes over and I might make mistakes I have thought what I can do when I feel pressured such as...	I know that sometimes there can be positive outcomes from changes that we didn't welcome initially I can look for the positives in big changes I am facing I have thought about the positive aspects of moving on to secondary school
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