

# ELEANOR PALMER PRIMARY SCHOOL

## CITIZENSHIP AND PERSONAL SOCIAL AND HEALTH EDUCATION (C&PSHE) POLICY

### What is Citizenship and Personal, Social and Health Education (C&PSHE)

PSHE and Citizenship education help to give our children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It covers physical health, emotional health and well being, drug education (including alcohol and tobacco), sex and relationship education (SRE), citizenship, anti-bullying, safety and the environment.

As a UNICEF Rights Respecting Level 2 school we are committed to ensuring that both the UN Convention on the Rights of the Child and global citizenship are central to our core values and ethos. Our children know that they have the right to be heard in those decisions which affect them. This results in a raised sense of security and self-confidence and so our children are able to develop and apply the skills, language and concepts that allow them to realize their rights. Eleanor Palmer received the Level 2 Award in 2014 and continues to advocate the rights of every child everywhere.

### C&PSHE at Eleanor Palmer

At Eleanor Palmer we believe that through our inclusive, supportive and proactive ethos and by participating in specific PSHE & Citizenship, children will grow to become adults who make sensible choices when faced with issues that are part of growing up. As a Rights Respecting School our approach gives our children an understanding of children's rights and responsibilities and provides opportunities to develop life skills in a safe, nurturing environment.

PSHE and Citizenship are taught explicitly through the PSHE and Citizenship curriculum and implicitly through opportunities that support children's personal and social development, and attitudes and values, promoted through school ethos. This policy links to our Safeguarding and Child Protection policy, Behaviour policy, Equality policy and Online Safety policy.

### What principles underlie the teaching of C&PSHE at Eleanor Palmer?

We want our children to develop **confidence and responsibility** and create a range of opportunities to help this develop over the eight years our children are at EP. Every class devises a class charter based on the Rights of the Child. All children from Reception are part of our 'Big School Meetings'. These fortnightly meetings of vertically re-grouped children across Years R-6, actively seek pupil voice.

Year 6 children are buddies with Reception children - they help them have lunch, get ready to go outside and play with them, developing leadership and their social skills. Year 5 have Year 1

reading buddies who they meet once a week. Our curriculum allows many other opportunities for paired work where children learn to work with different children on different tasks. We have a wide variety of visitors to the school from parents to student teachers to MPs. Children are expected to meet and greet visitors appropriately and all lead tours, sharing their knowledge and enthusiasm about the curriculum and their learning.

We aim to prepare our children to play an **active role as citizens**. In our Long Term Plan we specify that each year group must engage in an element of social enterprise. All teachers plan what this might be alongside their class; it might be linked to a topic, for example, campaigning about pesticides in Year 3 when cultivating the allotment or as an issue arises, such as Year 6 focusing on a child's right to an education when Malala Yousafzai won the Nobel Peace Prize.

Our children will understand and develop **British values**. We think it's important that everyone understands that while different people have different views about what is 'right' and 'wrong', all people are subject to the law of their country. Through assembly, R.E. lessons, citizenship sessions and our school ethos, we develop understanding of the law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs and about the democratic process. For example we taught about how democracy works through a discussion and decision about whether to hold Christmas celebrations in the school or church.

Whilst children may be taught specifics through relevant topics during an allocated session, and aspects of PSHE are addressed through circle time, much is about **living the principles** at school in our role-models. We work to ensure that the children experience good role models and relationships every day when they are at school. They witness respect from and between adults; they are thanked for the small things, such as holding doors open; they feel safe enough to share their bad news with the adult who sits next to them at lunch and they are confident to question their learning and get challenging responses back!

If we deem it necessary, we identify a **whole school C&PSHE strand** and focus on this during assembly or in a series of Big School Meetings. Teachers may have noticed the same issue arising at playtime or that many children are throwing away lots of food at lunchtime. Our staff communicate regularly about how the school is functioning and if there is anything that needs reminding. Through this approach, we recently spent time looking at playground behaviour and strategies to deal with problems, such as using your WITS (Walk away, Ignore, Tell someone, Say something) and THINK before you speak (Is it True? Is it Helpful? Is it Interesting? Is it Necessary? Is it Kind?)

We would like our children to lead a **healthy lifestyle** - we are a water only school, we only allow healthy snacks and packed lunches and many teachers have lunch alongside children as role models for eating a balanced meal, including vegetables! We want our children to know it's ok to have treats too and actively encourage that cakes are brought in for birthdays! We make sure our playground is a fun place to be with lots of activities, games, opportunities for climbing and fun.

We are all **active and energetic!** School is open from 8am for sports clubs and from 8.45am every day so children can play football, play and have fun. We have a full time sports coach who supports children in one PE session a week while teachers lead a second one. All children from Year 1 to 6 are taught to swim. 97% of our current Year 6 class can safely swim the statutory 25m. We engage in many of Camden's sport competitions and encourage a range of children to participate. For the Camden KS2 Cross Country event, we allow anyone who is keen to enter - usually about 95% of KS2 our children! Many staff cycle or walk to work so children see adults getting active. On our residentials we embrace at least one 5km hike - even Year 2 are expected to walk from Leith Hill to their field centre!

We aim that our children grow up with **respect for the views of others**. We want our children to grow up with an understanding of different beliefs and cultures. We provide a wide range of opportunities to talk through all our curriculum work, R.E. sessions, S.R.E focus in Year 5 and during philosophy sessions in KS2. We set ground rules to ensure that pupils can discuss topics in a safe environment.

As with all subjects, **visitors and visits** add to the PSHE curriculum. Outside visitors support the programme, including parents showing Nursery how to bath a baby, the School Nursing Service talking about First Aid with Year 5, the Emergency Services and health professionals giving talks, visiting theatre groups such as Freshwater Theatre leading an assembly on bullying or Year 6 visiting Coram Fields to learn about being a good citizen.

C&PSHE is most effective when pupils feel **motivated and enjoy** the activities and lessons provided. As with all subjects, in C&PSHE we use a wide range of teaching methods, where pupils have the opportunity to discuss, listen and think about the themes and topics.

We hope that all our children have **high aspirations** for their future career. We aim to provide opportunities for children to find out about different jobs by inviting parents and professionals to talk about their work during lessons and assembly. We raise awareness of Higher Education, for example asking UCL to lead a geology session in Year 3 or by hosting a visit at the university linked to the Grant Museum. We take groups of children to the Camden Careers Fair.

### **How C&PSHE is explicitly taught**

Our C&PSHE lessons are proactive and linked to other subjects where possible:

- **Science and PE** - healthy lifestyles, knowing about the human body, talking about how our bodies feel after exercise;
- **Geography** - caring for the locality and beyond e.g. complaining about litter in the Home Zone, supporting charities such as Planting Promise and The British Heart Foundation; collecting for New Horizons Youth Centre
- **Drama and literacy** - using stories to consider issues related to relationships and health, as well as discussions about topical issues;
- **RE** includes many aspects related to relationships, diversity and self-awareness;
- **Computing** - e-safety; how to act responsibly online towards others and what to do if someone is behaving inappropriately towards you.

We have a detailed C&PSHE scheme of work, which is a guide for teachers and supports their planning. Some objectives are categorised as explicit, which must be planned for and taught at an appropriate time in the year. Other objectives are seen as discussion points. These sessions are reactive; teachers focus on particular issues as the need arises. This might be after ongoing relationship issues in class, based on children talking about online friends they have made or in response to a playtime incident.

### **Confidentiality**

Teachers cannot promise total confidentiality to pupils. If a member of staff, through their teaching, has concerns about a pupil, they must refer the matter to the Headteachers, who will follow the school's safeguarding procedures.

### **Working with Parents and Carers**

Our school sees the personal and social development of pupils as something that is achieved in partnership with parents and carers. We value and extend opportunities for parents and carers to be involved in C&PSHE through consultation and where appropriate specific input to the curriculum.

Parents and carers are invited to give feedback on C&PSHE in a variety of ways, for example:

- Reviewing resources;
- Within the governors' annual questionnaire to parents;
- Sessions on particular aspects of C&PSHE e.g. SRE, Drug Education.

Parents and Carers are also involved in their children's C&PSHE through activities at home e.g. helping pupils to keep diaries on health-related topics and collecting information on safety. Parents can also be involved in special events that promote C&PSHE e.g. Health Week, Sun Awareness Campaign in the Summer Term, assemblies, fitness workshops and Walk to School week.