

Birdlip Primary School

'Helping each other prepare for a bigger world'

P.S.H.E./CITIZENSHIP POLICY

Date adopted October 2026
Date to be reviewed: October 2028 (2 yearly)

RATIONAL

At Birdlip School we are committed to the promotion of personal, social and health education (P.S.H.E.) and Citizenship because….

"they help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens".

AIMS

1.1 Personal, Social and Health Education (PSHE) enables children to become healthy, independent and responsible members of society. PSHE teaching promotes the children's spiritual, moral, social and cultural development, and prepares them for opportunities and responsibilities throughout their lives. Teaching encourages both individual and social responsibility. It supports children with managing their emotions and relationships effectively, and promotes the role of informed choice in leading a safe, healthy lifestyle.

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

a. have respect for themselves and others
b. be kind and considerate and show tolerance for others
c. be resilient by having a positive mindset and having strategies to overcome difficulties
d. develop self-confidence and self-esteem
e. have knowledge and understanding of British Values
f. have knowledge and understanding of mental well-being
g. understand the characteristics of healthy, positive relationships and manage relationships effectively
h. know and understand what constitutes a healthy lifestyle
i. learn basic first aid skills
j. be aware of safety issues, including online safety, and make informed choices on how to stay safe or where and how to get help
k. be independent and responsible members of the school community
l. manage money effectively
m. be positive and active members of a democratic society
n. develop a sense of social responsibility
o. have knowledge and understanding of their own and other's culture
p. look after and respect their environment
q. have knowledge and understanding of cultural and racial diversity

r. be alert to stereotyping and media bias/distortion
s. combat fundamentalism.

1. PSHE and Citizenship Curriculum Planning

a. PSHE will be provided through:
- Discreet Curriculum time,
- Teaching through other curriculum areas
- Assemblies, class assemblies, class discussions and circle time.
- As and when issues arise ensuring time is made within the curriculum to meet the needs of the children.
- Extra-curricular activities e.g. enrichment activities, anti-Bullying week, charity fundraising events.

b. Planned learning will be evident in PSHE books and topic books will be monitored by the PSHE subject leader

c. When taught as a discreet subject, teachers follow a bespoke curriculum using resources from Gloucesters Healthy Living and Learning, (ghll), PSHE Association, SEAL, SCARFE and the Kindness curriculum. Through this, children are taught to manage their own feelings, behaviour and relationships with others; develop their self-esteem; make safe healthy choices, including those around mental well-being; have good knowledge and understanding of British Values; learn basic first aid; use money wisely and learn about media bias/distortion.

d. PSHE and Citizenship is often taught through other subjects, such as science, RE or a history topic. Global citizenship topics such as pollution, poverty, racial and cultural diversity are often addressed in guided reading, history and geography lessons. In RE children learn to be tolerant of other's beliefs and cultures. In science lessons children learn about life cycles, reproduction and the human body. We also develop PSHE and citizenship through activities and whole-school events, such as mental well-being days, STEM workshops and online safety visits from local police officers. Our Y6 pupils are offered a residential visit where there is a particular focus on developing self-esteem, as well as leadership and co-operative skills. We have an active School Council through which we model democracy, and who are involved in supporting and improving the school environment and community.

e. Teachers ensure that their personal beliefs and attitudes do not influence the teaching of PSHE/Citizenship, and that their sessions are without discrimination or judgement. Ground rules need to have been agreed with the class. There must also be clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

f. KS1&2 pupils have a PSHE book which travels with them through the school and is then taken when they leave primary school, to keep as a memoir and as a 'life instruction manual'.

g. We have the same high expectations of the quality of pupils' work in PSHE as for other curriculum areas. We build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Lessons are planned to ensure that all pupils can access the learning. Assessments, where appropriate (when dealing with facts rather personal point of view or emotions), are used to identify where pupils need extra support or intervention.

2. Drugs Education

a. Careful age appropriate outcomes have been set out in our PSHE curriculum. Outcomes include learning about risks, effect on health, and the law. The emphasis is placed on how to take this information and use it to make informed decisions, to be able to resist peer pressure and know where to seek help if help is needed.

b. Teachers are aware that when delivering Drugs Education a concern may be raised about an individual child. Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Concerns will be reported to the member of staff with responsibility for Child Protection and appropriate action taken.

3. Mental Well-Being

a. Children learn about the 5 ways to mental well-being; they learn that it is normal to feel emotions on a continuum; they learn strategies to help them cope with strong emotions; they learn a wide vocabulary around emotions and learn the importance and value of talking to others about their worries or concerns

b. All children complete a Helping Hand at the start of every year so children know who they can talk to if they have a problem. Classes are also equipped with 'worry monsters' for children to write out worries they might have and feel unable to talk about.

c. All children complete a Myprofile at the start of the new academic year

d. All children complete a mental wellbeing survey from the Kindness curriculum at the start of each term.

e. All classes use 'Zones of Regulation' to promote the understanding that in order to learn we need to be in the right frame of mind.

f. Children are taught how to be resilient by following 4 simple steps: recognising the issue, putting it into context, taking responsibility, moving on.

g. Staff promote critical thinking through modelling and through use of programs such as 'Learning by Questions,' through guided reading.

h. All classes have a 'calm corner', which is equipped with soft furnishings and low lighting, positive affirmations, books that teach emotional literacy and reminders of taught self-regulating techniques.

i. All classes are taught emotional literacy through discreet lessons delivered in the Kindness curriculum and through other parts of the curriculum, such as, literacy, guided reading, drama and art activities.

j. Posters highlighting how to access help, for example, Childline are displayed around the school.

4. Relationship and Sex Education (RSE)

a. There is a separate, detailed policy for RSE. It is taught following the PSHE Association scheme which is age-appropriate and does not promote sexuality or sexual activity. The emphasis is on building trusting, loving relationships where children feel safe and empowered. RSE addresses the changes which children face in puberty and helps them to respect their own, and other's bodies.

b. As RSE is now statutory in Primary schools, however parents reserve the right to withdraw their child from some or all of the sex education except for those parts which are statutory in the science and Relationships and Health curriculum. This is explained further in the RSE policy. We would, however, prefer for all children to take part, and parents are encouraged to discuss any concerns with their child's class teacher. Resources used for teaching RSE are available on the website and parents are emailed with details of lessons prior to teaching

c. Teachers are aware that when delivering RSE a concern may be raised about an individual child. Confidentiality for young people cannot and must not be guaranteed by staff. The boundaries of confidentiality should be made clear to pupils. Concerns will be reported to the member of staff with responsibility for Child Protection and appropriate action taken.

5. Foundation Stage

PSHE and citizenship is taught in the 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). We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding

of the world'. Lessons for EYFS from ghll and the Kindness curriculum are available for teachers to use, interweaving them through the EYFS goals.

6. Teaching PSHE and Citizenship to children with special needs

We teach PSHE and citizenship to all children. Our teachers provide learning opportunities matched to the individual needs of all children, and this may be achieved through consultation with parents or other professionals. The school has access to a range of additional support, including Family Help, school nurse and health visitors.

7. **PSHE & British Values**

a. We promote the core British Values: Democracy, Rule of Law, Respect, Tolerance and Individual Liberty through our PSHE and Citizenship curriculum. Outcomes around the teaching of British Values include:

- Promotion of mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- Development of students self-knowledge, self-esteem and self-confidence
- Distinguishing right from wrong and to respect the civil and criminal law of England
- Accepting responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Acquiring a broad general knowledge of and respect for public institutions and services in England
- Acquiring an appreciation for and respect for their own and other cultures
- Respecting other people
- Respecting democracy and showing support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Promoting the Nine Protected Characteristics

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Race
5. Religion or belief
6. Marriage or civil partnership

7. Sex
8. Sexual orientation
9. Pregnancy and maternity

The 9 Protected Characteristics are actively promoted in school through:

- Our school ethos statements
- Our school core values
- Our school behaviour policy
- Conscious role modelling by all adults in the school community
- Active engagement and communication with parents and carers
- Assemblies
- Promotion of British Values
- Discussion within curriculum subjects, taking a cross-curricular approach
- Promoting articulation by building appropriate language and a coherent vocabulary
- Personal, Social, Health and Economic education (PSHE) sessions
- Religious Education (RE) lessons and RSE lessons
- Sporting, Art and Cultural Events
- Pupil Voice
- Educational visits
- Real-life learning outside the classroom
- Guest speakers
- Developing links with local, national and international communities
- Extra-curricular activities, after-school clubs, charity work and work within the local community

Embedding Protected Characteristics into the whole ethos of Birdlip promotes:

1. Self-esteem, self-knowledge and self-confidence
2. Respect for democracy and support for participation in the democratic process
3. Acceptance of responsibility for their own behaviour
4. Respect for their own and other cultures
5. Understanding of how they can contribute positively to school and home life and to the lives of those living and working in the locality and further afield
6. An understanding of Equality, Human Rights and Protected Characteristics
7. An understanding of how citizens can influence decision-making through the democratic process
8. An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
9. An understanding that the freedom to choose and hold other faiths and beliefs is protected in law
10. An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
11. An understanding of the importance of identifying and combating discrimination

7. Protect Agenda:



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7.1 From September 2015 UK schools have a legal duty to protect children from fundamentalism. PSHE will be used to combat fundamentalist views which are not conducive to the core British values outlined above.

7.2 All staff regularly complete courses in raising awareness of FMG and the PREVENT duty.



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Ongoing **PSHE**

Activities in Birdlip

- Buddies –Y6 are paired with Reception children and help them throughout the year but especially in the first few weeks.
- Y5/6 pupils take on responsibilities around the school eg clearing the hall, emptying bins, running the library etc
- Children have a chance to win a 'golden ticket' by displaying our values. Each week the ticket is put into a raffle and the children have a chance to win a prize, such as having hot chocolate with the headteacher.
- 'Mindful moments' are practiced everyday across the school.
- All classes have a calm corner to help children self-regulate.
- All classes take part in outdoor learning at least once a term.
- All classes take part in music lessons with a professional musician.
- Each class has class ambassadors who welcome visitors to the school and explain the learning of the day.
- Whole school tidy time where all children clean and tidy the school.
- Termy Mental well-being days.
- Visits from a variety of professionals to talk about safety issues, such as, police officers and firemen/women
- Visits from a variety of people to talk about their careers, their beliefs or banking.
- Trips to places of worship
- Assemblies: inspirational people, Friday Celebration assemblies, singing assemblies and story assemblies take place every week.
- Zones of Regulation charts are in every classroom
- Children given opportunities to discuss emotions/issues or just general events.
- Water bottles are readily available throughout the day.
- Parents are regularly given a chance to talk to teachers before and after school, at parent's evenings (3x a year) and on open afternoons (3x a year)
- School council leaders are elected by the children every year. School council meetings are held regularly which they feed back to the rest of the school
- Clear behaviour expectations with the focus on positive behaviour and restorative justice
- Displays that celebrate children's work.
- Opportunities for the children to learn musical instruments (music teachers visit the school)
- Children are encouraged to be independent and to take responsibility by being given classroom jobs.
- Children have the opportunity to be outside whatever the weather.
- Outdoor areas for all of KS1.
- Performances by Y5/6 and KS1 are held every year..
- Residential trip for Y6/5
- Termly trips for each class at least twice a term.
- A variety of clubs held at lunchtime and after school
- Access to breakfast club
- Regularly sporting competitions are held





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- House teams: children can earn points for their house
- Whole school events where children have a n opportunity to work in their houses: Sport's Day, House Days, Wellbeing Days
- Harvest Festival. Remembrance Day,Children in Need Day - school council help organise these events
- STEM workshops
- Outdoor Learning
- Transition days and links with secondary schools are established.