

CALSHOT PRIMARY SCHOOL

PSHE & CITIZENSHIP POLICY



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Policy Lead	Head Teacher
Committee	Achievement & Curriculum
Link Governor	None
Date of Last Review	29 th September 2025
Next Review Date	Autumn 2027

Rationale

At Calshot Primary School we recognise the importance of personal, social and health education (PSHE) and citizenship. It helps to give pupils the knowledge; skills and understanding they need to lead confident, healthy and independent lives and to become informed active and responsible citizens.

At Calshot Primary School pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the community. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They are encouraged to reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

At Calshot Primary School pupils are encouraged to find out about the main political and social institutions that affect their lives. They are also encouraged to learn about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning (see Equal Opportunities Policy).

Section 351 of the 1996 Education Act reminds schools of their statutory responsibility to provide a broad and balanced curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares such pupils for the opportunities, responsibilities and experiences for adult life.

This is the statutory basis for PSHE & Citizenship in primary schools.

Aims of the PSHE & Citizenship Policy

The aim of this policy is to give a framework that will allow the school to deliver the curriculum so that pupils develop the knowledge, skills and understanding that will allow them to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare them to play an active role as citizens.
- Develop a healthy, safer lifestyle.
- Develop good relationships and respect the differences between people.

These aims will be achieved by providing pupils with a breadth of opportunities to:

- Take and share responsibility.
- Feel positive about themselves.

- Take part in discussions, participate.
- Make real choices and decisions.
- Meet and talk with people.
- Develop relationships through work and play.
- Consider social and moral dilemmas.
- Ask for help, finding information and advice.
- Preparing for change.

APPROACHES TO TEACHING AND LEARNING FOUNDATION STAGE

The curriculum for the foundation stage should underpin all future learning by supporting, fostering, promoting and developing children's:

- Personal, social and emotional well being; in particular by supporting the transition to and between settings, promoting an inclusive ethos and providing opportunities for each child to become a valued member of that group and community so that a strong self-image and self-esteem are promoted.
- Positive attitudes and dispositions towards their learning; in particular an enthusiasm for knowledge and learning and a confidence in their ability to be successful learners.
- Social skills; in particular by providing opportunities that enable them to learn how to co-operate and work harmoniously alongside and with, each other and to listen to each other.

KEY STAGE 1

During KS1 pupils learn about themselves as growing and changing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve

KEY STAGE 2

During KS2 pupils learn about themselves as developing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own Choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and

simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning and to resist bullying.

PROGRAMMES OF WORK FOUNDATION STAGE

Personal, Social and Emotional Development

Successful personal, social and emotional development is critical for very young children in all aspect of their lives. It is also seen as a pre-requisite for success in all other areas.

In the Foundation Stage, we give opportunities for personal, social and emotional development by providing:

- Activities that promote emotional, moral, spiritual and social development alongside intellectual development.
- Experiences that help children develop autonomy and the disposition to learn.
- Opportunities to give positive encouragement to children with practitioners acting as positive role models.
- Positive images in for example, books and display that challenge children's thinking.
- Opportunities for children to work alone and in small and large groups.
- Activities which are imaginative and enjoyable.
- The development of independence skills, particularly for those children who are highly dependent upon adult support for personal care.
- Support and a structured approach to achieve the successfully social and emotional development of vulnerable children those with particular difficulties.
- Opportunities for play and learning that take account of religious and cultural beliefs.
- Constructive relationships between children, practitioners, between practitioners and children, with parents and with workers from other agencies.

Early Learning Goals for Personal, Social and Emotional Development

By the end of the Foundation Stage, most children will:

- Continue to be interested, excited and motivated to learn.
- Be confident to try new activities, initiate ideas and speak in a familiar group.
- Maintain attention, concentrate, and sit quietly when appropriate.
- Have a developing awareness of their own needs, view and feeling and be sensitive to the needs, views and feelings of others.
- Have a developing respect for their own cultures and beliefs and those of other people.
- Respond to significant experiences, showing a range of feelings when appropriate.
- Form good relationships with adults and peers.

- Work as part of a group or class, taking turns and sharing fairly, understanding that there needs to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.
- Understand what is right, what is wrong and why.
- Dress and undress independently and manage their own personal hygiene.
- Select and use activities and resources independently.
- Consider the consequences of their words and actions for themselves and others.
- Understand that people have different needs, views, cultures and beliefs, which need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.

PROGRAMMES OF WORK KS1

Although the following are non-statutory guidelines, they form the framework PSHE & Citizenship at Calshot Primary School.

Knowledge, Skills and Understanding.

Developing confidence and responsibility and making the most of their abilities.

1. Pupils should be taught:
 - a) To recognise what they like and dislike, what is fair and unfair and what is right and wrong.
 - b) To share their opinions on things that matter to them and explain their views.
 - c) To recognise, name and deal with their feelings in a positive way.
 - d) To think about themselves, learn from their experiences and recognise What they are good at.
 - e) How to set simple goals.

Preparing to play an active role as citizens.

2. Pupils should be taught:
 - a) To take part in discussions with one other person and the whole class.
 - b) To take part in a simple debate about topical issues.
 - c) To recognise choices they can make and recognise the difference between right and wrong.
 - d) To agree and follow rules for their group and classroom and understand how rules help them
 - e) To realise that people and other living things have needs and that they have responsibilities to meet them.
 - f) That they belong to various groups and communities, such as family and school.
 - g) What improves and harms their local, natural and built environments and about some of the ways people look after them.

- h) To contribute to the life of the class and school.
- i) To realise that money comes from different sources and can be used for different purposes.

Developing a healthy, safer lifestyle.

- 3. Pupils should be taught:
 - a) How to make simple choices that improve their health and well being.
 - b) To maintain personal hygiene.
 - c) How some diseases spread and can be controlled.
 - d) About the process of growing from young to old and how people's needs change.
 - e) The names of the main parts of the body.
 - f) That all-household products, including medicines, can be harmful if not used properly.
 - g) Rules for and ways of keeping safe, including basic road safety and about people who can help them to stay safe.

Developing good relationships and respecting the differences between people.

- 4. Pupils should be taught:
 - a) To recognise how their behaviour affects other people.
 - b) To listen to other people and play, work co-operatively.
 - c) To identify and respect the differences and similarities between people.
 - d) That family and friends should care for each other.
 - e) That there are different types of teasing and bullying, that bullying is wrong and how to get help to deal with bullying.

Breadth of opportunities.

- 5. During KS1, pupils should be taught the knowledge, skills and understanding through opportunities to:
 - a) Take and share responsibility (for example, for their own behaviour, by helping to make classroom rules and following them, by looking after pets well).
 - b) Feel positive about themselves (for example, by having their achievements Recognised and by being given positive feedback about themselves).
 - c) Take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from').
 - d) Make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly).
 - f) Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse).
 - g) Consider social and moral dilemmas that they come across in everyday

Life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues).

- h) Ask for help (for example, from family and friends, midday supervisors, older pupils, the police).

PROGRAMMES OF WORK KS2

Knowledge, Skills and Understanding.

Developing confidence and responsibility and making the most of their abilities.

1. Pupils should be taught:
 - a) To talk and write about their opinions and explain their views, on issues that affect themselves and society.
 - b) To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
 - c) To face new challenges positively by collecting information, looking for Help, making responsible choices and taking action.
 - d) To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.
 - e) About the range of jobs carried out by people they know and to understand How they can develop skills to make their own contribution in the future.
 - f) To look after their money and realise that future wants and needs may be met through saving.

Preparing to play an active role as citizens.

2. Pupils should be taught:
 - a) To research, discuss and debate topical issues, problems and events.
 - b) Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
 - c) To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
 - d) That there are different kinds of responsibilities, rights and duties at home, at school and in the community and that these can sometimes conflict with each other.
 - e) To reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.
 - f) To resolve differences by looking at alternatives, making decisions and explaining choices.
 - g) What democracy is and about the basic institutions that support it locally and nationally.
 - h) To recognise the role of voluntary, community and pressure groups.
 - i) To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

- j) That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- k) To explore how the media present information.

Developing a healthy, safer lifestyle.

- 3. Pupils should be taught:
 - a) What makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.
 - b) That bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.
 - c) About how the body changes as they approach puberty.
 - d) Which commonly available substances and drugs are legal and illegal, their effects and risks.
 - e) To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable.
 - f) That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong.
 - g) School rules about health and safety, basic emergency aid procedures and where to get help.

Developing good relationships and respecting the differences between people.

- 4. Pupils should be taught:
 - a) That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
 - b) To think about the lives of people living in other places and times and people with different values and customs.
 - c) To be aware of different types of relationships, including marriage and those between friends and families and to develop the skills to be effective in relationships.
 - d) To realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help (refer to Bullying Policy, Equal Opportunities Policy).
 - e) To recognise and challenge stereotypes.
 - f) That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.
 - g) Where individuals, families and groups can get help and support.

Breadth of opportunities.

5. During the KS2, pupils should be taught the knowledge, skills and understanding through opportunities to:
- a) Take responsibility (for example, for planning and looking after the school Environment, for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils, for looking after animals properly, for identifying safe, healthy and sustainable means of travel when planning their journey to school).
 - b) Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements, by having opportunities to show what they can do and how much responsibility they can take).
 - c) Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting).
 - d) Make real choices and decisions (for example, about issues affecting their health and well being such as smoking, on the use of scarce resources, how to spend money, including pocket money and contributions to charities).
 - e) Meet and talk with people (for example, people who contribute to society Through environmental pressure groups or international aid organisations, people who work in the school and the neighbourhood, such as religious leaders, community police officers).
 - f) Develop relationships through work and play (for example, taking part in Activities with groups that have particular needs, such as children with special needs and the elderly, communicating with children in other countries by satellite, e-mail or letters).
 - g) Consider social and moral dilemmas that they come across in life (for Example, encouraging respect and understanding between different races and dealing with harassment - refer to Bullying Policy/Equal Opportunities Policy).
 - h) Find information and advice (for example, through helplines, by Understanding about welfare systems in society).
 - i) Prepare for change (for example, transferring to secondary school).

MONITORING OF TEACHING AND LEARNING

Pupils Progress

Assessment and recording strategies.

As PSHE & Citizenship is skills based, it is difficult to formally assess and record. However, a record of the activities and discussions can be kept in the form of written work. Assessment criteria would be how successfully the aims and objectives were achieved. The most important form of assessment is formative assessment, which should be done regularly and oral feedback should be given.

At the end of the school year class teachers complete subject based assessment trackers to identify pupils that are working at: Working Towards, Expected or Greater Depth.

Quality of Teaching and Learning

The delivery of the curriculum is monitored by all staff (Headteacher, Subject Co-ordinator, Class Teachers) through the regular review of Termly Programmes of study, class visits and examples of children's work.

Organisation

Role of the co-ordinator:

To be responsible to the Headteacher in all matters concerning PSHE & Citizenship.

- To be responsible for interacting with all colleagues on matters relating to PSHE & Citizenship.
- To be responsible for promoting mutual understanding of PSHE & Citizenship and its relationships within the curriculum as a whole.
- To ensure the delivery of PSHE & Citizenship within the overall aims of the school.
- To promote the personal and professional development of members of the school and to arrange effective feedback procedures of courses attended.
- To manage, review and co-ordinate PSHE & Citizenship resources/budget.
- To be responsible for encouraging and organising links with outside agencies concerned with PSHE and Citizenship.

Resources

The PSHE & Citizenship is structured in termly topics related to the core foundation topics wherever possible. The use of any outside agencies/visitors should be done with the liaison of the co-ordinator.

Equal Opportunities and Multicultural Issues

PSHE & Citizenship by its very nature allows children of all races, religions, genders, physical and mental abilities, cultures and class to have access to and be able to participate in the curriculum.

When teachers select resources, invite speakers or encourage children to share their experiences, their choice should represent equality of opportunity for all and affirmation of their identity and thereby raising their self-worth and self-esteem.

Cross Curricular Links

The place of PSHE & Citizenship within the school's curriculum.

Although PSHE & Citizenship is not a core or foundation subject of the National Curriculum, the Governors recognise its value and the need that it fulfils within the pupils of the school. Therefore, it has a place and a high profile within the caring ethos of the school and within its pastoral role. PSHE & Citizenship is not taught in isolation, separate from the National Curriculum, but is in its very essence incorporated in a cross curricular way (for example, opportunities in English, developing speaking and listening skills, PE - Health and exercise, Science - Our bodies, Maths/I.T - The collection/interoperation of data and communicating of ideas).

Alongside these are projects designed each year to extend the personal skills and knowledge acquired in PSHE & Citizenship. It is the policy of Calshot Primary School to give every child the opportunity to take part in a residential experience in Year 5. There they participate in a wide range of activities which provide opportunities to support the PSHE & Citizenship programme.

The framework for PSHE & Citizenship for KS1 and KS2 highlights some specific opportunities for cross-curricular links.

This policy was agreed by the 'Achievement & Curriculum Committee' on 29th September 2025.