

Caroline Haslett Primary School & Faraday Club



Personal, Social and Health Education/Social and Emotional Aspects of Learning/Citizenship Policy

Date of Issue: October 2024

Date of next review: October 2025 (or earlier in the event of legislation changes)

Approved by the Headteacher on: _____

Signed: _____ (Headteacher) **Date:** _____

Approved by the Governing Board on: _____

Signed: _____ (Chair of Governors) **Date:** _____

Introduction

At Caroline Haslett School we wish to create a culture of learning where children are happy, enthusiastic, motivated and ambitious and where every child has the opportunity to achieve their own potential. We encourage mutual respect, support and collaboration between all children and adults, both within the school and the wider community.

We recognise that the development of pupils spiritually, morally, socially and culturally plays a significant part in not only their ability to learn and achieve but also to relate fully to and have the ability to access the world they live in. We believe that it is important to provide a secure, caring and stimulating environment for all our children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Children are encouraged to develop their beliefs, spiritual awareness and high standards of behaviour, which include a positive, caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the richness and diversity of other cultures.

Relationships and Sex Education [RSE] provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. It contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth, whilst recognising, accepting and respecting differences.

Aspects of Relationships and Sex Education are taught as an integral part of the school's PSHE provision throughout school from Foundation to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

At Caroline Haslett School, we seek to develop our pupils as global citizens who are aware of their rights and responsibilities, are informed about the social and political world and are concerned about the welfare of others and responsible for their actions. We teach them to articulate their opinions and arguments and encourage them to become active in their community as they grow to understand they are capable of having an influence on the world.

We understand that drugs can impact on children's education, their relationships with family and friends and prevent them from reaching their full potential. All children and young people need to be able to make safe, healthy and responsible decisions about drugs, both legal and illegal. Drugs education plays a central role in helping them make such decisions by providing education about the risk and effects of drugs; by developing their confidence and skills to manage situations involving drugs; by creating a safe and supportive learning environment; and ensuring that those for whom drugs are a concern receive appropriate support.

The term 'drugs' in this policy refers to alcohol, tobacco, vapes, medicines, volatile substances (e.g. aerosols, solvents, glue or petrol) cocaine, heroin, ecstasy and psychoactive substances.

Aims

Our comprehensive Personal, Social and Health Education [PSHE], Social and Emotional Aspects of Learning [SEAL] and Citizenship curriculum is based on four central themes that enable pupils to:

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

At Caroline Haslett School we believe effective, age-appropriate PSHE/SEAL and Citizenship education is crucial for us to provide effective safeguarding.

Content

Our scheme of work follows the SEAL model of a whole school spiral curriculum with each year group looking at the same theme each half-term. It is laid out in a two-year programme to allow for a wider and deeper coverage of PSHE/SEAL and Citizenship education and is divided into twelve half-termly topics [six for years 1, 3 and 5 and six for years 2, 4 and 6]. The focus for Years 1, 3 and 5 is mainly on personal and interpersonal relationships and health issues. This is widened out in Years 2, 4 and 6 to include social and economic relationships, including international relationships.

The range of topics ensure a comprehensive coverage of most PSHE/SEAL and Citizenship education issues which include community and participation, safety (including e-safety), health education (inc. RSE and alcohol and substance abuse education), difference and diversity, personal relationships, the environment, financial capability, globalisation, social injustice, growth and change.

The colour-coded curriculum overview [appendix 1] shows the balance of PSHE education, Citizenship and SEAL over the two years. The SEAL themes have been adhered to in calendar order and are intended to be supportive of, and therefore integrated into, the wider PSHE education or Citizenship focus rather than a stand-alone topic. Where possible, the topics have been linked to whole school / calendar events which might be taking place and which provide a further opportunity to link with and reinforce the PSHE education focus of the half-term.

The curriculum content covers all that pupils should know by the end of primary school as set out in *Relationships Education, Relationships and Sex Education (RSE)*

and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers 2019. See Appendix 2.

The scheme has as its premise a dedicated PSHE teaching slot of 30-40 minutes per week and an average of 6 sessions per half term.

Key Stage 1

During key stage 1, pupils learn about themselves as developing 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 simple arguments and resist bullying. They begin to take an active part in the life of their school and our neighbourhood.

Knowledge, skills and understanding – Developing confidence and responsibility and making the most of their abilities.

We teach the children:

- 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

We teach the children:

- 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 differences 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

We teach the children:

- a. how to make simple choices that improve their health and wellbeing.
- 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.

Developing good relationships and respecting the differences between people

We teach the children:

- a. to recognise how their behaviour affects other people.
- b. to listen to other people, and play and work cooperatively.
- 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.

Key Stage 2

During key stage 2, pupils learn about themselves as growing and changing 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 encouragement from the 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.

Knowledge, skills and understanding – Developing confidence and responsibility and making the most of their abilities.

We teach the children:

- 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

We teach the children:

- 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 appreciate that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.
- d. to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
- e. 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.
- f. to reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences.
- g. to resolve differences by looking at alternatives, making decision and explaining choices.
- h. what democracy is, about the basic institutions that support it locally and nationally and how citizens can influence decision-making through the democratic process.
- i. to understand there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.
- j. to recognise the role of voluntary, community and pressure groups.
- k. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom and understand that the freedom to choose and hold other faiths and beliefs is protected in law.

- l. to accept 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.
- m. to understand the importance of identifying and combatting discrimination.
- n. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- o. to explore how the media present information.

Developing a healthy, safer lifestyle

We teach the children:

- 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

We teach the children:

- a. that their actions affect themselves and others, to care about other people's feelings and to try and 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 relationship, 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.
- 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.

SEAL/PSHE/Citizenship Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	We Are All Stars	Be Friendly, Be Wise	Living Long, Living Strong	Daring To Be Different	Dear Diary	Joining In and Joining Up
2	It's Our World	Say No	Money Matters	Who Likes Chocolate	People Around Us	Growing Up
3	We Are All Stars	Be Friendly, Be Wise	Living Long, Living Strong	Daring To Be Different	Dear Diary	Joining In and Joining Up
4	It's Our World	Say No	Money Matters	Who Likes Chocolate	People Around Us	Growing Up
5	We Are All Stars	Be Friendly, Be Wise	Living Long, Living Strong	Daring To Be Different	Dear Diary	Joining In and Joining Up
6	It's Our World	Say No	Money Matters	Who Likes Chocolate	People Around Us	Growing Up

Early Years Foundation Stage [EYFS]

PSED (Personal, Social, and Emotional Development) is a key aspect of the Early Years Foundation Stage (EYFS) framework, aimed at fostering children's emotional well-being, social skills, and positive relationships. The primary goal of PSED is to help children develop self-confidence, self-awareness, and manage their feelings and behaviour. It encourages them to form healthy relationships with peers and adults, understand and respect boundaries and develop empathy. By nurturing these skills, PSED supports children in becoming emotionally secure, socially capable and ready for learning in school and beyond.

PSED is taught in the EYFS through a variety of activities and best practices including:

- **Routines** - helping children feel safe and understand the structure of their day.
- **Modelling** - adults can model wanted behaviours and share stories.

- **Positive relationships** - strong relationships with adults help children learn to understand their emotions and those of others.
- **Identifying feelings** - children need to learn to recognise their feelings and label them with words.
- **Managing emotions** - children can develop strategies to cope with new, challenging, or stressful situations.
- **Setting goals** - children can learn to set simple goals and have confidence in their abilities.
- **Making friends** - children can learn how to make good friendships, cooperate, and resolve conflicts peacefully.
- **Healthy eating** - children can learn how to look after their bodies, including healthy eating.
- **Working with parents and carers** - two-way communication between home and school helps support children and meet their individual needs.
- **Observing children** - observing children can help assess their progress and develop appropriate next steps.

All of the above is supplemented by three specific age-appropriate lessons from the Christopher Winter Project and NSPCC PANTS lessons.

PSED is one of the three prime areas within the EYFS, and it connects the whole curriculum.

Equal Opportunities

Caroline Haslett School is committed to working towards equal opportunities in all aspects of school life. All resources used and teaching strategies will support this commitment. This policy is in accordance with our Equal Opportunities, Anti-Bullying and Child Protection policies.

Active Teaching Approaches and Pupil Participation

A variety of active learning and assessment approaches are used in order to provide frequent opportunities for children to reflect on their own and other people's experiences. In turn, hopefully they can use and apply this learning to their own lives.

Effective Citizenship teaching is characterised by teaching that is built on pupil voice and that leads to pupil action. Active involvement in the life of the school and wider community helps pupils take increasing responsibility for themselves and their choices. Effective teaching and learning in this area is also characterised by the involvement of pupils in determining topic priorities and focus, thereby allowing teachers to respond to pupil needs and the needs of the local community.

Awareness of what the title 'PSHE', 'SEAL' and 'Citizenship' stands for, and an understanding of the fundamental British Values, is important, in order for children to know they can have space to discuss issues of relevance to them.

Parents have the right to withdraw their children from the RSE element of the PSHE curriculum. It is their responsibility to contact the school to request this. A letter is sent to parents in advance of the sessions explaining their right to withdraw.

Climate setting and ground rules

Whilst lessons might follow the structure of other curriculum subjects, we appreciate we should pay greater attention to creating an emotionally safe environment to help pupils feel comfortable about participating in activities that may touch on sensitive or controversial issues. To this end, ground rules will be established at the beginning of a lesson (and referred back to when necessary) as well as the inclusion of warm-up activities used before the main task and closure activities built in at the end of the lesson.

Creating a climate of trust and mutual respect also comes from emphasising and adhering to confidentiality when appropriate, modelling and practising listening skills, encouraging pupils to support each other with reflective practice and joint problem-solving and challenging prejudice when it appears.

Assessment

At the end of the Reception year, children's development is assessed against 17 aspects of the 7 different areas of the EYFS.

The purpose of this assessment is to help children transition to year one. In the area of PSED, the early learning goals are as follows:

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

In Key Stages 1 and 2, PSHE will be evaluated after individual lessons and units of work by teachers. Pupils will also self-assess skills learnt within PSHE.

Appendix 1: Caroline Haslett School scheme of work for **PSHE, SEAL, SEAL and Citizenship**

PSHE, SEAL, Citizenship topic		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year group 1, 3, 5		<p>Working Together Community responsibilities Getting to know each other Working together</p>	<p>Be Friendly, Be Wise Making and sustaining friendships Conflict resolution Anti-bullying Keeping safe at home and outdoors</p>	<p>Living Well SRE: Growing and caring for ourselves; Valuing difference and keeping safe; Puberty Healthy eating and exercise Goal setting and motivation</p>	<p>Good To Be Me Identity and self-esteem Diversity Peer influence and assertiveness</p>	<p>Relationships Comfortable and uncomfortable feelings Problems in relationships Anti-bullying Help and support</p>	<p>Our Contribution Needs and responsibilities Participation Local democracy Voluntary groups Fund-raising activities</p>
2, 4, 6		<p>Our World The wider community and local democracy Rights and responsibilities Environmental awareness and sustainability issues</p>	<p>Just Say No! Drugs education: medicines and legal drugs Drugs education: Illegal drugs and risk-taking behaviour Feeling safe Anti-bullying</p>	<p>Money Matters Understanding finance and money Shopping and budgeting Risk and debt Goal-setting and motivation</p>	<p>Global Citizenship Fair trade Globalisation Inequalities Hunger and poverty Media and stereotyping</p>	<p>Relationships Global citizenship Different identities around the world Challenging prejudice Support networks – relationships and families</p>	<p>Growing Up/Changes SRE: Differences; Growing up; Puberty and reproduction Managing change/ preparing for transition</p>

Appendix 2

By the end of primary school	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.