

# **WINSTON HOUSE PREPARATORY KINDERGARTEN**

## **PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP PROGRAMME POLICY**

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## PSHE and Citizenship Programme Policy

PSHE and Citizenship comprises of all aspects of school's planned provision to promote their children's personal and social development, including health and well being.

### Aims

Children and young people need the self-awareness, positive self-esteem and confidence to:

- stay as healthy as possible
- keep themselves and others safe
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own abilities and others.

### Citizenship

- pupils learning about responsible behaviour, both in the classroom and beyond, towards those in authority and towards each other
- pupils learning how to become helpfully involved in the life and concerns of their neighbourhood, communities, including learning through community involvement (projects)
- pupils learning about the institutions, issues, problems and practices in life and how citizens can make themselves effective locally, regionally and nationally.

### Objectives

- helps schools to relate positively to their neighbourhood and local communities
- raise standards of achievement by children who will become more secure, motivated, confident and independent learners
- help promote equal opportunities for all
- improve the health of the children through links with national health schemes - promoting more active children and enhancing confident individuals who can participate in community life.

## Implementing a framework

- through discrete curriculum time.

This approach has the advantages of enabling clear planning and easier monitoring. Such activities as playing games together or a focused discussion through circle time, using themes such as 'my family'.

- Teaching PSHE and citizenship through other subjects / curriculum areas.

**English** - skills in enquiry and communication; stories that illustrate aspects of personal and social development.

**Maths** - aspects of financial capability, counting and sharing.

**Science** - drugs (including medicines) sex, health, safety and the environment.

**DT and Art** - health and safety design healthy eating generate art ideas.

**ICT** - Communication through others - e-mail, finding relevant information on the internet.

**History** - reasons, results, historical events, situations and changes, diversity within societies studied ideas and experiences of people from the past.

**Geography** - topical issues concerning the environment, study of pupils locality and different parts of the world including the third world.

**Music** - value of expression through different cultures, playing and singing.

**French** - focus of learning a foreign language: forming relationships and gaining an insight into other cultures.

**RE** - issues of cultural diversity, personal and social issues and relationships, religious, moral beliefs and values.

**PE** - learning about Health and Safety, development of personal skills through team and individual activities.

Fair play, rules and regulations.

- Through PSHE and citizenship activities and school events.
- Residential experience, visits and special days out or weeks in school which provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering and participating.
- Visitors can compliment those of the teacher and provide added value to the school's work
- Working on community projects - setting up school councils where pupils have input.

(A combination of these is needed in a whole school approach)

## Assessment, recording and reporting

- Children's knowledge and understanding i.e. information on Health, understanding of rules, understanding of Health and Safety procedures.
- How well pupils can use their knowledge and understanding in developing skills and attitudes i.e. through participating, managing conflict, making decisions and promoting positive relationships. Assessment in PSHE and Citizenship should not imply that pupils are failing as people or citizens or a personality judgement.
- A record or portfolios of work should be a good indication of a child's progress
- Pupils profile
- Award appropriate certificates – PSHE.

## EYFS Foundation Stage

At our setting the Personal, Social and Health Education Curriculum helps to give children the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become informed, active, responsible and positive members of a diverse multicultural society.

They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning.

All staff and pupils work together to create a positive climate in and out of the classrooms. Respect is developed through sharing and taking turns in the Foundation Stage, progressively to listening to the point of views of others on a variety of issues with older children.

## Foundation Stage

### Building relationships

Area	Activity
Sharing	<ul style="list-style-type: none"> <li>• Toys</li> <li>• Books</li> <li>• adults</li> </ul>
Taking turns	<ul style="list-style-type: none"> <li>• playing games, rhymes, talking in circle time.</li> <li>• Working collaboratively with others.</li> </ul>
Making friends	<ul style="list-style-type: none"> <li>• playing with other children, understanding that everyone is different and needs to be treated with respect and good manners - including adults and children.</li> <li>• Understanding the accepted codes of behaviour so that everyone is kept safe and feels secure and happy.</li> </ul>
Talk	<ul style="list-style-type: none"> <li>• to adults and peers about their interests.</li> <li>• News times.</li> </ul>
Looking after ourselves	<ul style="list-style-type: none"> <li>• Looking after ourselves</li> </ul>
Hygiene	<ul style="list-style-type: none"> <li>• washing hands before eating snack, before lunch and after using the toilet.</li> </ul>
Dressing	<ul style="list-style-type: none"> <li>• putting coats on/off, changing for P.E. Looking after own clothes and possessions.</li> </ul>

## Reception

Area	Activity
Relationships	<ul style="list-style-type: none"> <li>● Myself – illustrate describing physical features</li> <li>● My friend – describe physical features</li> </ul> <p>Talk about other things that they can say about their friends</p> <ul style="list-style-type: none"> <li>● Special people – talk about member of their family – extended family</li> <li>● It's my special day</li> <li>● Feelings – things that make you feel happy and sad</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>● Rules – establish and discuss – school, classroom and playtime rules</li> </ul> <p>Why do we have rules</p> <ul style="list-style-type: none"> <li>● My favourite game – how is it played?</li> <li>● Who do you play with in the playground?</li> </ul> <p>What happens if you want to play with someone but have no-one to play with – Tiger, gorilla or friendship stop</p> <p>What happens if you or your friend feels upset at playtime</p> <p>What things might upset you in the playground?</p> <ul style="list-style-type: none"> <li>● Role of the police</li> <li>● My house and neighbours</li> </ul>
Health	<ul style="list-style-type: none"> <li>● Looking after themselves – keeping themselves clean – brushing teeth, washing hands</li> <li>● Collect hygiene products – set up a shop (hygiene game)</li> <li>● What happens when we are ill?</li> <li>● Talk about people who look after them – particularly role of the family</li> </ul>
Safety	<ul style="list-style-type: none"> <li>● Dangers in the home. How do we keep things safe at home?</li> <li>● When have you felt unsafe?</li> </ul>
Growing up	<ul style="list-style-type: none"> <li>● Talking about how they have changed since they were a baby – when did they crawl, walk, talk, have first teeth?</li> <li>● What can babies do when they are first born?</li> <li>● Caring and looking after pets.</li> </ul>
Lifestyle	<ul style="list-style-type: none"> <li>● Things I do well and things I find difficult</li> <li>● Talk and write about weekend news</li> </ul>

## Year 1

Area	Activity
Relationships	<ul style="list-style-type: none"> <li>• What is a good friend – qualities that make a good friend – things that you like to do with your friends.</li> <li>• Find out information about the children in the class – record on a chart.</li> <li>• Feelings – things that make you feel cross, things that make yo laugh, things that frightened you (like spiders etc.) – what makes the people in your family happy / sad?</li> <li>• Quarrels and arguments – things they argue about, who they argue with</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>• Rules – establish and discuss – the school, classroom and playtime rules Why do we have rules and why do we need to keep them?</li> <li>• Learn playtime games – why do we need to establish rules</li> <li>• What games do you like to play in the playground – own made-up games What happens if you have no-one to play with? What should you do if you are upset? What things might upset you in the playground?</li> <li>• Stranger danger – police</li> <li>• My school and it's surroundings – walk round the school – look at places en route</li> <li>• Visit local market – look at places passed on the way Is it good to have a market – why?</li> </ul>
Health	<ul style="list-style-type: none"> <li>• Healthy foods – identify foods with too much fat and sugar and why they are not good for you</li> <li>• Which food gives you energy</li> <li>• Collect food labels and see what is in different food</li> <li>• Look at different fruit and vegetables</li> <li>• Importance of water</li> <li>• Storing and caring for food – wash hands before cooking, clean surfaces</li> <li>• Cleaning teeth – why and how</li> <li>• Parts of the body</li> <li>• Food from different cultures</li> </ul>

## Year 1 (continued)

Area	Activity
Safety	<ul style="list-style-type: none"> <li>• Secrets – what is a secret? Why do we have secrets? Are secrets always good</li> <li>• Stranger danger – police visit</li> <li>• Road safety – local car survey</li> <li>• Dangers in the kitchen – safety rules for cooking</li> </ul>
Growing up	<ul style="list-style-type: none"> <li>• Achievements – talk about significant things that the children can do and when they did it (linked to topic moving around) e.g. walking, riding bike without stabilisers, swimming, climbing the monkey bars. Let children talk about their achievements outside school in gym, horse riding etc.</li> <li>• Animals and their young – life cycles of frog and butterfly</li> </ul>
Lifestyle	<ul style="list-style-type: none"> <li>• Things I can do well – things I find difficult</li> <li>• Importance of exercise – different activities that the children do out of school – importance of keeping fit</li> <li>• Bendy movements – exercise and joints</li> <li>• Caring for the playground – litter in school</li> </ul>

## Year 2

Area	Activity
Relationships	<ul style="list-style-type: none"> <li>• Make a class book about being a good friend – discuss each of these qualities</li> <li>• How people make new friends and how friendships are maintained</li> <li>• Feelings – things that make you feel worried, upset and pleased</li> <li>• Feelings – how would you feel in certain situations – how others might feel in those situations</li> <li>• Quarrels and arguments – things they argue about, who they argue with, how do quarrels end?</li> </ul>
Citizenship	<ul style="list-style-type: none"> <li>• Rules – establish and discuss – school, classroom and playtime rules Why do we have rules and why do we need to keep them? What happens if we don't keep the rules?</li> <li>• Learn more playtime games</li> <li>• 'Informal' playtime games – who chooses game, who decides the rules – how do we make it fair? What should happen if you disagree with how the game is being played? What happens if you have no-one to play with? What happens if someone is upset? What things might upset you in the playground.</li> <li>• Water danger – police</li> <li>• Look at places in Maidenhead – Fire Station, Police Station, Pinkneys Green, Maidenhead Thicket, Holyport – express an opinion about the places.</li> <li>• Visit Legoland – discuss each ride – how can it be made better – what was good, what was bad.</li> <li>• Find out about own town or village where they live – what are their opinions of the place, who are their neighbours?</li> <li>• Look at Mosque, Synagogue and St Church</li> <li>• Who are the people in our community – how can we help them?</li> <li>• Find out about different communities – Jewish, Sikh and Muslim</li> </ul>



## Year 2 (continued)

Area	Activity
Health	<ul style="list-style-type: none"> <li>• How do we stay healthy?</li> </ul> <p>What happens when we are not well?</p> <p>Talk about illnesses the children have had.</p> <p>Talk about experiences of visiting hospital and doctors.</p> <p>Looking after someone who is ill.</p>
Safety	<ul style="list-style-type: none"> <li>• What are secrets? Should we ever tell a secret. Look at poem about secrets.</li> <li>• Dangerous places in the environment – police visit – water safety</li> <li>• What are medicines? Look at rules for taking medicines.</li> </ul> <p>How diseases are spread and can be controlled.</p> <ul style="list-style-type: none"> <li>• Dangers of electricity</li> <li>• Firework safety code</li> </ul>
Growing Up	<ul style="list-style-type: none"> <li>• How we change as we grow older – how people's needs change.</li> <li>• How a woman changes when she is having a baby (see video)</li> </ul> <p>Looking after a new baby.</p> <ul style="list-style-type: none"> <li>• Caring for pets</li> <li>• What do you look forward to being able to do when you grow up?</li> <li>• Look at stages of development – from baby to elder.</li> <li>• Talk about Grandparents – where do they live?</li> </ul>
Lifestyle	<ul style="list-style-type: none"> <li>• Our environment – photos of rural and urban environments – talk about town or village where you live – good and bad points</li> <li>• Things I do well, things I find difficult.</li> </ul> <p>Something I have achieved in Year 2 – what I shall try and work on next</p> <p>Set targets</p> <ul style="list-style-type: none"> <li>• Talk about disabilities of blindness and deafness</li> </ul> <p>Care for the environment – rubbish, pollution and conservation</p>

## Suggested Areas of Study - Key Stage 2

### Year 3

#### Relationships

##### Autumn Term – Everyone is Different

###### Myself and Others

List qualities - what one is good at?

what one wants to aspire to be good at?

Who do they admire?

Classify the things that they admire: books, clothes, personal qualities, abilities.

Everyone has qualities that can be admired: patience, generosity, perseverance

Pupils try to recognise their own and each others qualities.

*Taught through English.*

#### Citizenship

##### Rules

All year we follow the Golden Rules. Listed in classroom. A specific rule is chosen by individual children each week, discussed and acted upon.

- Why we need rules and laws.
- Explore school rules - discussion on why we need rules and laws in school and the community.
- Explore the meaning of unconventional: what is legal, what is unconventional?
- Provide written scenarios for the children to sort into conventional / unconventional.
- Sort out unconventional behaviour into legal/ illegal.

*Taught through English and RE*

## Health

### Spring Term – Topic in Science

#### Food

- develop understanding of what foods contain and how these ingredients are used
- ask children to read the list of ingredients on food packets
- produce a chart of healthy foods and different ingredients
- list foods that you have never eaten - foods that you do not eat very often and foods that you eat often
- healthy food – what is a healthy diet?
- Keeping teeth healthy

#### Safety

#### People

- children to identify real and imaginary fears to raise awareness of what they can do to
- minimise risks
- to their safety and who can help them if they feel worried about safety
- list different things that frighten you : people, places, real things, imaginary things,
- things that might happen
- discuss the feelings of your group : tucked up in a warm bed; Granddad telling a story,
- being indoors during a thunderstorm
- basic safety rules - police visit
- recognising danger – in the immediate environment

*Taught through English, Assemblies and day-to-day classroom management*

## **Growing Up**

### Change and Families

- bring in a photo of your family or people you live with
- write a little about each family member
- any pets in the household - write a little about each one
- bring in a baby photo - describe the physical changes from each stage
- remember and discuss what information you have of your different stages i.e. walking, crawling, speaking, first tooth etc. - what memories have you of your past
- mark children's height in class - complete a graph

*Taught through English, History & Maths*

## **Lifestyle**

### Leisure

These elements included in geographical study of settlements.

- to encourage awareness of the value and variety of leisure activities
- leisure time is when you can choose what to do
- list activities you do in your free time
- compare answers within the group
- discuss time spent at the weekend activities, playing, watching TV, video, computer, park activities etc.

*Taught through Geography*

## Year 4

### Relationships

Thought for the week.

Feelings - encourage discussion on how people show that they care about members of their families - list people who are very special and people they like.

Friends - how can people show that they like each other: share things - play together, loyalty.

List other ways that people in a family can show they love and care about each other.

*Taught through day-to-day classroom organisation, class assemblies, English and RE*

### Citizenship

Communities

- people can belong to many groups or communities
- list the groups or communities you belong to
- compare with others in the class
- why did you choose to join these groups?
- what is good about being a member?
- list some groups that you would like to belong to in the future?
- member of a group gives you responsibilities to others
- but can lead to elitism or exclusion of non-members
- the children can make a badge or symbol of their favourite community club
- draw a badge for their class and write a slogan showing how it is special
- draw and describe a special feature of where you live in a town, village or community
- what do you like most about your community?

*Taught through RE*

### Health

Personal hygiene

*Taught through PE*

### Safety

Feeling safe

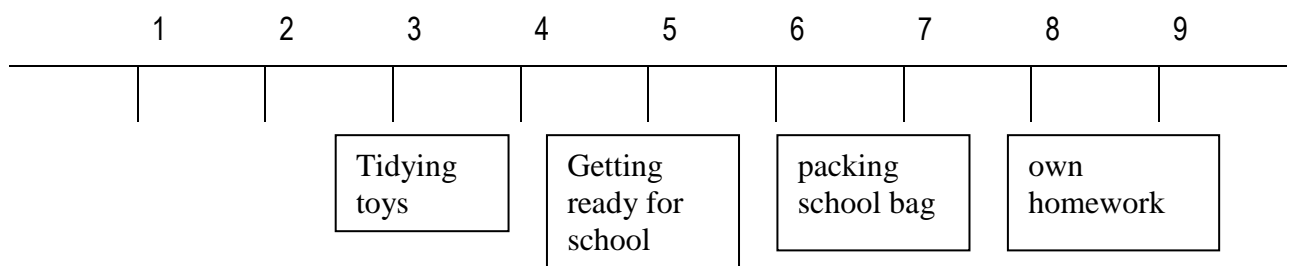
- to develop understanding of privacy and asserting the right to it
- make a list of things you do not want others to touch without asking

- describe how you would feel if someone looked at them, touched them or took them away without asking you
- how can you tell when things belong to other people?
- when we feel unsafe or uncomfortable, it helps to talk to someone we trust - we need someone to listen
- trust is when someone you know will keep your secrets and protect you
- draw and describe a person you trust - explain why you trust this person
- what is trust? With a partner, write some trust is ... sentences. Decorate them and display
- **There may be references to, or disclosures of abuse, school guidelines and procedures will be carried out.**

## Growing Up

### Families

- can the children describe times when they are starting to become more responsible for different aspects of looking after themselves?
- they could start to list some responsibilities they have been given at various ages and plot them on a personal time line



- what do children feel they are able to do alone or with friends that they are not allowed to do?
- it is concern for children's safety that usually makes adults restrict them
- there may be children in the class who have considerable responsibility for themselves

*Taught through day-to-day classroom management and RE*

## Lifestyle

### What is disability?

- To encourage appreciation that everyone experiences a range of emotions. To encourage the children to respond to people than their disabilities. What is disabled?
- some people are born with a disability
- other people only have a disability after an illness or accident
- some people develop a disability as they grow older

- divide in small groups discuss equipment associated with disability - wheelchair, hearing aid, stick
- why does this affect peoples perception of disabled, people assuming that the person has limited emotional and intellectual abilities
- role play - one child in each group represents child with disability - ask children about positive and negative emotions and when they felt them
- how could people treat them in a way that would make them feel respected
- visit from a WAMDSAD - sporting performer - give a talk about pathway to success
- to develop personal and collective responsibility for the local and global environment
- draw attention to all aspects of damage to the environment - human activities - make a chart of things that damage the environment - divide in to three sections, air, water, land
- why do people do things that harm the environment?

<u>Activity</u>	<u>Reason</u>
Spraying crops	to kill pests
Using cars	To get there quickly

*Taught through assemblies and visits/visitors*

## **Year 5**

### **Relationships**

#### **Bullying**

- to explore reasons for bullying and the feelings of the bully and the people bullied.
  - explore different kinds of bullying : name calling, hitting, kicking, getting people into trouble, forcing someone to do something, leaving people out, ignoring, stealing, pinching
  - where one might come across bullying : home, school, community
  - why do people bully others. Think of three reasons. A bullied person may feel angry, upset, scared
  - a bully may feel scared, lonely, unhappy, big or need friends
  - plan a chart. Example of bullying - how to help the person being bullied - how to help the bully?
  - what advice would you give to a bully and to someone who is bullied? Taught through
- whole school cross-curricular activities.

## Citizenship

### Conflict

- to explore ways of settling arguments and to develop an understanding of compromise, negotiation, mediation
- facial expressions, body language show people's feelings
- can the children explain why people sometimes become angry during disagreements? For example a neighbour has cut your tree down that is on your side of the fence. A sporting game without an umpire
- how can a mediator, or a person who is not in the argument help?
- draw attention to the need of listening to each viewpoint and the art of compromise
- International disputes
- Different types of law - law for roads, laws for property - laws about how we treat other people.
- Who makes laws? How? Who makes people keep them? How?

*Taught through English, PE and RE*

## Health

### Hygiene

- develop understanding of the need to keep clean and stay healthy
- identify the changes during puberty that necessitate extra attention to personal hygiene
- hygiene during menstruation

*Taught through PE*

Study foods and packaging

*Taught through French*

## Safety

### Dangerous places

- to develop awareness of what makes some places safer than others - to prepare the children for coping with emergencies
- with a partner think of places you know are dangerous - list the risks : Thames river, building sites, railway lines, busy roads, woods, areas where you cannot be seen by people
- accidents can happen anywhere
- complete safety chart - park, swimming pool, cinema; who is there to take care of you? How can you keep yourself safe. What are the dangers or risk? What could you do if there is an accident?
- list was that you can keep safe if alone in an area
- emergency accident - think about who to contact, keeping calm, giving information, describing where you are and what has happened, deciding whether you can deal with the situation



- can children distinguish between an emergency and an accident?
- some accidents may be the result of breaking rules or ignoring rules
- emergency procedures, rescuing people from water
- water safety

*Taught through assemblies*

## **Growing Up**

My growing body

- menstruation
- find out about the changes that will happen inside and outside your body
- how do these changes worry you?

*Taught through PE*

## **Lifestyle**

Our Environment

- find out more about something that damages the environment - global warming, the ozone layer, acid rain, waste disposal, pesticides and weedkillers, radiation, transport, sewage
- who is responsible for the environment
- what can people do to stop the environment being damaged?
- think about energy, water, waste, transport
- what could you do to help the world environment?

Taught through Science and Geography

## **Year 6**

### **Relationships**

Understanding others

- discuss the negative comments that people make about the way people look, the food they eat, their lifestyle and assumed differences. Collect images of different groups of people: Africans, Asians, Europeans, old people, babies, girls, boys etc. are they stereotypes?
- children could draw or write descriptions that challenge the stereotypes
- find out what prejudice and discrimination mean
- discuss examples why people may act in this way towards others
- in a group plan and enact a short play that shows people suffering because of prejudice or discrimination - rewrite with a happy ending!

## Citizenship

Things that influence us

- develop awareness of how feelings affect decisions
- to help the children develop strategies to cope with pressures that affect what they do to make independent decisions
- how do people try to persuade others?
- list some things that people try to persuade others to do
- why do they do this? What do they say to persuade people?
- in a group, make up a short picture story about persuasion
- show different endings and consequences for the story - show how people feel
- with your group, list things that you can do if someone tries to persuade you to do something you do not want to do. List some useful things to say
- what could you do if someone tries to persuade you to do something you feel is wrong or silly?
- Financial capability – Y6 (taught through maths)

Consists of Financial understanding, financial competence and financial responsibilities covering:

- earnings, benefits, pension
- tax
- concept of credit
- interest on savings, the need to look after their money
- insurance
- planning a budget
- balancing needs and wants
- assessing best buys
- difference between good and bad debt
- economic and environmental impact of resource allocation

## Health

Illness

Develop understanding of the factors that affect people's health and the way health risks can be minimised

- ask children what good health means - can people with disabilities or hereditary illnesses be healthy?
- ask children to list things that affect health: exercise, food, environment (air, drinking water, substances around them, substances they put in their bodies, which of these can be controlled?)
- affecting people's health - being poor, smoking, alcohol, ozone, sunburn
- what can be done to reduce risks to your health? - habits, safe behaviour and exercise

- some illnesses last a short time, some longer and some permanent - diabetes, asthma, kidney disease
- find out more about different illnesses and how they are treated?
- how do people learn to live with illness?

### Food

- different things that influence what people eat, religious reasons, parental choice, expense, vegetarian, foods that look tasty. Trying to lose weight
- list all the things that you ate yesterday - with a partner discuss the things that influenced what you ate
- record the classes break / snacks that they brought in today
- record on a graph or database
- which of these snacks should they try and eat more or less of? why?
- Which food contains caffeine, colouring, preservatives and additives
- Study tins, packet foods and record the different additives

### Teeth

- how to keep our teeth healthy
- find out the names of each kind of tooth, how many there are of each and what they are used for
- what is plaque - children experiment with discoloration tablets to find out how much plaque they have
- experiment with different types of toothbrushes - learn correct way to remove plaque
- visit by dentist hygienist
- what snacks children should eat to preserve teeth
- what sugary substances do to teeth - fillings

## Safety

### Harmful materials

- develop understanding of the potential dangers of all drugs, including medicines. To consider the reasons why people use drugs to alter their state of mind and the possible consequences
- drugs
- alcohol
- cigarettes
- see Borough Drug pack for Year 6 pupils and follow

## Growing Up

### New Baby

- to develop awareness of the responsibilities linked with being fertile
- reproduction - sex education video for parents to see and pupils
- how baby is conceived, develops and is born

- list the advantages and disadvantages of having a baby at different ages

*Taught through Science*

\*The Highfield guidelines on Sex Education are referred to when teaching this unit

## **Lifestyle**

### **Exercise**

To develop a positive attitude towards physical activity and how it helps the body to stay healthy

- how hard your heart is working - through feeling your pulse
- show children how to find their pulse
- record times - before exercise, after exercise (resting pulse)
- how does exercise affect your heart?
- which activities make your heart work hard?
- some people say that you can only enjoy sport if you are good at it. Discuss in groups
- find out about places you can exercise in your local area
- which sports can anyone take part in?
- what exercises do you enjoy?
- breathing - work with a partner
- ask your partner to time 30 seconds (count in and out as one breath)
- record your results on a graph
- run on the spot for a minute, when stopped count how many breaths in 30 seconds.
- repeat this after running for 5 minutes, then 10 minutes
- heights
- many people relax with some kind of entertainment, films, books, videos, TV - talk about the variety of TV and films you watch - explain why some videos and films are thought to be unsuitable for children

*Taught through PE Science, maths and English*