




Ashford Oaks Community Primary School

Oak Tree Road, Ashford, TN23 4QR

PSHE & Citizenship Policy May 2024

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Signed: Rob Cooke  Chair of Governors	

Rationale

We believe that Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society. It should provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community.

At Ashford Oaks, pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum. We encourage our pupils to play a positive role in contributing fully to the life of their school and the wider community. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their own 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.

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.

Due to this passion to improve children's understanding of mental health these themes are weaved throughout the year in circle times, mindfulness, assemblies and mental health focus days.

Aims and Objectives

The PSHE programme will support the development of the skills, attitudes, values and patterns of behaviours, which enables pupils to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Have a sense of purpose
- Value self and others, showing respect for others' thoughts and feelings
- Understand what makes for good relationships with others
- Be independent and responsible members of the whole school community
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community
- Communicate effectively
- Be aware of their own mental health and how to access support
- Be aware of a Child's Rights – UN Convention on the Rights of the Child

Organisation of PSHE in our School

PSHE & Citizenship is timetabled weekly in each class, in the form of circle time. Mindfulness happens regularly in classes based on individual and collective need. All year groups follow the guidance from the PSHE Association to support their circle time. Although, as we acknowledge at Ashford Oaks, PSHE must be flexible and circle time is used to address issues within the year group and school. As well as weekly lessons, PSHE is taught as part of our curriculum throughout the year.

The PSHE Association highlight three core themes to be address throughout the year. These are:

- Health and wellbeing
- Relationships
- Living in the wider world.

These themes incorporates both Relationships and Sex Education (RSE) and Drugs Education. PSHE is also taught through cross-curricular opportunities, for example some elements of Relationships and Sex Education is taught within Science.

A parent or carer, who is concerned about any elements of this policy, or is unhappy about their child's participation, should discuss their feelings with the Headteacher or PSHE subject leader. Parents have the right to withdraw their children from all or part of those aspects of the RSE programme which are NOT part of the statutory National Curriculum Science Orders. (For further information regarding the teaching and learning Relationships and Sex Education for your child, refer to the school's Relationships and Sex Education Policy). If a request is made to withdraw a pupil from the teaching and learning of Relationships and Sex Education, it should be made in writing to the Headteacher. In the event of a pupil being withdrawn, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary. If so, parents should consult with the Headteacher to discuss the appropriate arrangements.

In addition to the delivery of the PSHE and Citizenship schemes of work, we provide enrichment activities to support the curriculum such as British Values, multi-culturalism and Change4Life.

The residential experiences in Year 4 and 6 make an important contribution to the pupil's personal, social emotional and citizenship development.

Mindfulness

At Ashford Oaks we believe that the wellbeing of the children is paramount. We have a dedicated time in the timetable for every year group to practice mindfulness within their class. This is an opportunity for children to learn strategies to monitor and regulate their own emotions. This is tailored to suit each year group individually.

Rights of the Child

Ashford Oaks has achieved our silver award as part of our work towards being a Rights Respecting school, with a focus on earning our gold award. Our Rights Respecting champions work alongside the Head of Pastoral to deliver weekly assemblies on the UN's rights of the child, with a focus on a different right each week. This is then reinforced through a weekly circle time session specific to that right, alongside threading children's rights through our curriculum.

Relationship and Sex Education

Alongside addressing relationship and sex education through circle times when topics come up throughout the year, each year group provides RSE in the final term of each academic year. This follows SCARF – Coram Life Education scheme. Additionally, the Pastoral Team provide support for individual pupils when sensitive issues relating to RSE come up.

Pupil Mentoring

To provide opportunities for children to set their own targets and have an adult to support and encourage them each child has a 'champion'. An adult is responsible for 1-2 children and helps them to set targets, achieve them and be accountable to someone.

Parental Involvement

The school believes that it is important to have the support of parents and the wider community for the PSHE programme. Parents are given the opportunity to find out about and discuss the schools' programme through:

- Parent awareness sessions
- Parents evenings
- Parent Focus Group

Visiting Speakers

Visiting speakers from the community, e.g. health promotion specialists, school/ family planning nurses, community police and fire officers, make a valuable contribution to the PSHE and Citizenship programme. Their input is carefully planned and monitored so as to fit into and compliment the programme. Bike Ability is also offered to the year 5 cohort.

Teachers are always present during these sessions and remain responsible for the delivery of PSHE programme.

Teaching and Learning Styles

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising. We offer children the opportunity to hear visiting

speakers, who we invite to talk about their role in creating a positive and supportive local community.

Whilst we teach PSHE in a variety of ways, in some instances sessions are taught discretely particularly for the teaching and learning of Drugs Education, and Relationships and Sex Education. Some of the time we introduce PSHE and Citizenship through other subjects, due to there being an overlap in the programmes of study.

We also develop PSHE and Citizenship through activities and whole-school events e.g. school council representatives and residential trips, where there is a particular focus on developing pupil's self-esteem and giving them the opportunity to develop leadership and co-operative skills. Alongside this, Ashford Oaks is actively working towards becoming a Rights Respecting school, with weekly assemblies led by children focusing on PSHE content focused on the UN Convention of the Rights of the Child.

A variety of teaching and learning strategies are used to deliver PSHE which take into account pupils' age, development, understanding and needs. Pupils will need to work in a safe, secure climate to be able to explore their own and others' attitudes, values and skills. We encourage the children to take part in a range of activities which promote active citizenship, for example charity fundraising or the planning of a special school event such as an assembly.

Effective PSHE lessons will involve a high level of interaction where each pupil has planned opportunities for learning through:

- The development of a trusting relationship between the teacher and the pupils enabling the consideration of sensitive issues to take place
- Collaborative work
- Circle time activities
- Opportunities for reflection
- Challenge within a safe environment
- Negotiation
- Accommodating new information and skills
- Building on current experience and use of first-hand learning to achieve positive learning experiences
- Mental health awareness days twice a year.

Whilst all teachers follow the PSHE Association schemes of work to plan PSHE and Citizenship, lessons are planned in order to incorporate a range of activities:

- Circle Time
- Group Discussions
- Drama and Role Play
- Use of stories and puppets
- Hot seating/ conscience corridor

Inclusion

We teach PSHE and Citizenship to all children, regardless of their ability. Our teachers provide a range of learning opportunities that are well matched to the individual needs of children with learning difficulties. Further teaching and support is provided for pupils with difficulties developing social skills in order for pupils to develop the relevant skills required to participate fully within their curriculum.

For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

A comment here would be good on lessons being inclusive of all students, regardless of background, race, religion, gender and sexuality, and focus on promoting tolerance and equality, in line with the Equalities Act and the protected characteristics.

Assessment for Learning

Teachers make informal judgements through discussion with the pupils and as they observe the children in school. Where the need is necessary, as a result of the teacher's informal judgements, referrals are made to the Pastoral Support Team to further support the pupil's individual emotional and social needs. Achievements of the Character Values are also celebrated in weekly whole school assemblies. Parents will receive a statement of their child's personal and social development in their annual report.

At Ashford Oaks Primary School we have implemented the Leuven initiative, through which we seek, assess and raise still further children's well-being and involvement.

Monitoring and Evaluation

The PSHE and Citizenship subject leader together with the Headteacher and Deputy Headteacher, are responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader and head of the Pastoral Support Team (PST) will support colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reporting to the Headteacher, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

The PSHE and Citizenship subject leader will monitor the delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experiences
- Assessment of pupil learning objectives/outcomes

Links with Other policies:

We recognise the clear links between PSHE and the following policies, and staff are aware of the need to refer to these policies when appropriate:

- Relationship and Sex Education
- Drugs Education (including alcohol and tobacco)
- Teaching and Learning
- Child Protection
- Behaviour and Anti-Bullying

APPENDIX MENTAL HEALTH

At Ashford Oaks Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

We pursue our aims through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.
- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches
- Managing emotions resources such as 'the incredible 5 point scale'
- Mindfulness

- Therapeutic activities including art, lego and Drawing and Talking
- Adult Champion
- Mental Health Awareness Days

The school will make use of resources to assess and track wellbeing as appropriate including:

- Spence Anxiety Scale
- The Boxall Profile
- Wishes and Feelings
- 3 Houses

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Identifying needs and Warning Signs

All staff will complete a CPOMs incident form for any of their pupils aimed at identifying a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated safeguarding Leader or the Pastoral Support Team as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Working with Parents

In order to support parents we will:

- Highlight sources of information and support about mental health and

emotional wellbeing on our school website

- Share and allow parents to access sources of further support e.g. through parent workshops.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Working with other agencies and partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Paediatricians/GP
- CAMHS (child and adolescent mental health service)
- Counselling services
- Early Help
- Therapists

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their annual child protection training in order to enable them to keep students safe. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.