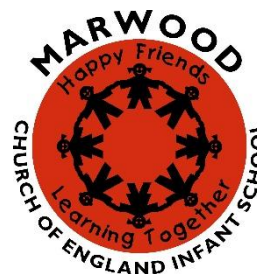



Marwood Church of England VC Infant School



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Personal, Social and Health Education, Citizenship (PSHCE) and British Values Policy

Marwood School is a Church of England Voluntary Controlled Infant School where the Christian Ethos is central to the life of the school community. Our Vision Statement reflects those Christian values.

Aims

Personal, Social and Health Education and Citizenship (PSHCE) in this school is provided to enhance pupils' personal and social development. To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. 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 community. Pupils learn to work well with others, to recognise their own worth and to become responsible for their own learning. They reflect on experiences, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils learn to respect our common humanity, diversity and differences, which will enable them to form effective, fulfilling relationships in life.

Objectives

To enable the children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for themselves and for others
- Be independent and responsible members of the school community
- 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

Teaching and Learning Style

A range of teaching styles and learning styles are used. We place emphasis on active learning including the children in discussions, investigations and problem-solving activities. Circle time enables all children to participate fully in discussions and to have a voice. Where possible, community links will be used to enhance children's learning and understanding about the roles people play in the community and model good citizenship, such as the police, vets, etc.

PSHCE and British Values Curriculum Planning

PSHCE and British Values are taught through cross-curricular themes and also discretely using the PSHE association framework in addition to some SCARF, ECP primary, planning bee, twinkl PSHE and citizenship resources.

Y2 children participate in the Young Leaders Award Scheme formulated by York Diocese.

Citizenship

The school recognises that all aspects of school life can have an impact on the development of pupils in becoming informed, active and responsible citizens. Opportunities are provided for pupils to be actively involved in the life of their school, the local community and wider society, e.g. annual school village traditions, such as Maypole Dancing, Harvest Delivery, Village Float/Fete, Bulb planting and support of charities, visitors, off-site activities and our Year 2 children have an opportunity to be play leaders at break times and lunchtimes.

British Values

British Value	Definition
Democracy	Respect for democracy and support for participation in the democratic process.
The rule of law	Respect for the basis on which the law is made and applies in Britain.
Individual liberty	Support and respect for the liberties of all within the law.
Mutual respect	Respect for and tolerance of different faiths and religions and other beliefs.
Tolerance	Respect for and acceptance of different beliefs, opinions, and backgrounds of others, even when they differ from your own.

Democracy - what do we do?

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process (class votes, school votes)
- Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- Help pupils to express their views

Rule of law - what do we do?

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum

Individual liberty - what do we do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation
- Challenge stereotypes
- Implement a strong anti-bullying culture

Mutual respect-what do we do?

- Implement a strong anti-bullying culture
- Teach pupils how to be respectful, what that looks like and what it does not look like.
- Help pupils to respect themselves and others, whatever background they come from or faith they have.

Tolerance-what do we do?

- Provide pupils with a broad general knowledge of, and promote respect for people from different backgrounds, faiths and people with different opinions.
- Model freedom of speech through pupil participation
- Help pupils to understand that people can have different views and opinions and how to discuss these respectfully.

Emotional Health and Well-Being

Opportunities are provided for pupils' views to inform policy and practice e.g. pupil questionnaires, discussion at circle time and Year 2 Leavers Suggestion Box. There is a policy and code of practice for tackling bullying, which is owned, understood and implemented by all members of the school community (see Behaviour Management Policy).

Activities are undertaken by all children to support the annual Children's Mental Health Week.

Safety

The school has an identified Health and Safety representative and regularly conducts risk assessments. The school subscribes to the North Yorkshire HANDS (Health and Safety) traded service. Members of the whole school community are aware of their roles and responsibilities in ensuring that the school is a healthy and safe environment, which includes all child protection and safe-guarding procedures.

Relationships and Health Education (RHE)

Relationships and Health Education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Principles and Values

In addition, Marwood believes that RHE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life.
- Be an entitlement for all pupils in our care.
- Encourage every pupil to contribute to make our community and aims to support each individual as they grow and learn.
- Be set within this wider school context, and supports family commitment, love, respect, affection, knowledge and openness. Families come in a variety of types of structure, and all are accepted and welcomed. Discrimination against different approaches, including sexual orientation, is not tolerated. We consider the important values are faithfulness, love, respect and care for each other.
- Encourage pupils and teachers to share and respect each other's views. We aim to generate an atmosphere where questions and discussion on personal matters can take place without any stigma or embarrassment.
- Recognise that parents/carers are the key people in teaching their children about relationships, growing up and sex. We work in partnership with parents/carers and pupils.
- Recognise that the wider community has much to offer and we work in partnership with health professionals, social workers, other mentors or advisers

Overview in Personal, Social, Health, Education

Early Years Foundation Stage - Physical Development, Managing Self (getting dressed and keeping clean)

Years 1 and 2- Exploring relationships and trust. Keeping clean (Personal hygiene)

Early Years Foundation Stage

In Reception the curriculum is guided by the Early Years Foundation Stage which covers the Early Learning Goals across seven areas of learning. The aims and objectives for PSHE and Citizenship are an integral part of activities across the seven areas of learning but specifically through Personal, Social and Emotional Development (for PSHE) and Understanding the World (for Citizenship).

Equal Opportunities/Inclusive Education

In accordance with our Inclusion Policy all pupils regardless of age, ability, gender and ethnic origin will have access to a wide range of PSHE and citizenship activities. Where pupils have learning difficulties or disabilities there may be a need to differentiate activities and/or provide additional support.

Monitoring and Evaluation

Classroom teachers are responsible for monitoring standards through observation, photographic evidence, children's work (written and pictures) and discussions with staff and pupils. Staff support each other by sharing information of current developments. Assessment activities are ongoing and consist of a range of age-appropriate activities such as role-play, writing, model making, painting. Outcomes are recorded using end of unit assessment grids which track the children's progress from EYFS to Year 2.

Date of Policy : Spring 2025