



PSHE & CITIZENSHIP POLICY

(to include Early Years Foundation Stage)



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PSHE AND CITIZENSHIP POLICY.

This policy takes account of the following documents and guidance:

- Personal, social, health and economic (PSHE) education guidance (2021)
- Keeping Children Safe in Education (KCSIE) (2025)
- PSHE Association Programme of Study for PSHE Education.

INTRODUCTION

Personal, social, and health, economic education with citizenship (PSHE & C), enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PURPOSE

These guidelines outline our approach to teaching the school's aims in relation to the teaching and learning of Personal, Social, Health and Economic Education and Citizenship. Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World) our Programme of Study provides a framework which matches our pupils' needs. It covers the breadth of PSHE from statutory RSE content (including Relationships Education, RSE and Health Education) to economic wellbeing and careers, setting out suggested content for each key stage. As outlined in the programme of study for PSHE (2020-21) and The Department for Education's statutory Relationships Education, RSE and Health Education (updated July 2025) guidance sets out in detail what schools must cover. It sets a framework within which teaching and non-teaching staff can operate. These set out the rationale for teaching each area of the PSHE and RSE Curriculum and specify the skills that will be developed for most pupils in each year group.

PROCEDURE

Brackenfield School follows The National Curriculum (2014), which clearly states that teaching the English language is an essential, if not the most essential role of a Primary School.

The Programme of Study is based on three areas:

- Health and Wellbeing
- Relationships
- Living in the wider world

The National Curriculum is divided into 3 key stages:

- Key Stage 1
- Lower Key Stage 2 (Years 3 and 4)
- Upper Key Stage 2 (Years 5 and 6)

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

TEACHING

The Department for Education's statutory Relationships Education, RSE and Health Education guidance and SMSC guidance, and PSHE programme of study give detailed guidance of what should be taught at each Key stage. Lessons are taught using a variety of teaching styles. Emphasis is given to opportunities for discussion, and pupils are encouraged to give their opinion on a wide range of topics. Use is made of interactive whiteboards for internet access. Each pupil will have a record of their learning in these lessons which may be compiled in a book, folder or 'floor book'. Worksheets are sometimes used for pupils to record their reaction to topics discussed.

AIMS TO:

- promote a positive sense of the 'self' and develop a growth mindset
- promote good relationships with others
- promote good attitudes towards others and an understanding of differences between people and their viewpoints
- provide opportunities to share and explore life experiences, emotions and difficulties in groupings beyond the family
- equip pupils with knowledge about the world in which we live
- equip pupils with the skills and attitudes to engage successfully in the task of learning
- encourage reflection about beliefs, choices and values
- promote a healthy and safe lifestyle
- promote British values as a fundamental to life in this country
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world

OBJECTIVES

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in
- develop skills for living
- understand and manage their emotions and wellbeing
- become morally and socially responsible
- take on a range of roles and relationships
- value themselves and respect others
- contribute to their community
- appreciate difference and diversity
- participate actively in our democracy
- safeguard the environment
- act in the wider world in a way that makes the most of their own and others' human potential

CITIZENSHIP

It is important that children have the necessary knowledge, understanding and skills to prepare them for an active role as citizens. The incorporation of citizenship in the Infant and Junior School at Brackenfield allows for an integrated approach to the major themes of citizenship. These are:

British Values

- The rule of law
- Democracy
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those with no faith

Rights and responsibilities

- Why do we need rules and laws
- What pressures and influences me
- Crime and punishment

Government and democracy

- Communicating and taking part
- Democracy at school and locally
- Learning about democracy and government

Communities and identities

- Me and my school community
- Me and my wider communities
- National and Global citizenship

Relationships and sex education (RSE) and health education

RSE is taught from the Reception class as part of the PSHE programme. The most important aspects of RSE are the importance of stable loving relationships and moral responsibility. RSE includes:

- self esteem
- recognising certain feelings including safe and unsafe
- the ability to talk to someone trusted
- recognising that babies and pets need care
- recognising that they have control over their bodies
- the basic facts about the processes of conception, pregnancy and birth - the physical and emotional changes which take place during puberty
- how a family is important to a child growing up
- the range of family arrangements including the place of marriage

CURRICULUM PROVISION

PSHE and Citizenship is allocated one lesson per week to all classes from Reception to Year 6. Aspects of PSHE and Citizenship are also covered during Assemblies and form time. It is important that PSHE is included in every aspect of school life – in extra-curricular activities, playtimes and mealtimes. Time allocated for parts of the teaching of sex, drug and health education is accounted for in the teaching of Science in Infants and Juniors, as age appropriate. In our Early Years Foundation Stage, we follow the guidance for Personal, Social and Emotional Development within the EYFS framework and support our children in building their skills and reaching their early learning goals by the time they leave Reception.

STICKY KNOWLEDGE

Teachers are encouraged to outline expectations for non-negotiable knowledge that we want children to remember by the end of each term/academic year, in relation to their PSHE work. This 'Sticky Knowledge' is taught in conjunction with National Curriculum skills.

ASSESSMENT AND MARKING

A range of marking strategies are used including peer marking and discussion between the teacher and child (verbal feedback) as the task is being carried out. Marking of work is positively written and will often identify strengths (what went well) and targets (even better if) for the future, which are sensitive to the age and ability of the individual child. All marking is in green ink so that it is clearly visible to the child. Pupils are encouraged to self/peer assess by considering the outcomes of the work/discussions that have taken place during the lesson.

REPORTING TO PARENTS

Parents receive two data reports during the school year and a full written report at the end of the Summer Term. Within all reports there is a class teacher's comment which will evaluate pastoral and PSHE and C for each child for that term. In Juniors, there is a mark for effort, progress and attainment, with further comments from the teacher. There is a face-to-face parents' consultation in Term 1 focusing predominantly on pastoral themes, and a full academic and pastoral meeting in Term 2. In addition, parents are encouraged to arrange meetings with teachers at any time to discuss their child's progress.

LEARNING SUPPORT

We are committed as a whole staff to providing a broad and balanced curriculum which meets the needs of all children. It is particularly important that each child is taught basic language skills in a way which will enable maximum progress to be made and to ensure that their confidence and joy of learning is facilitated. Mrs Wardell (Special Educational Needs Coordinator) oversees all learning support and Mr Haldane and Mrs Nicola Robinson, our learning support teachers, are available to provide assistance for those children who may require help individually or in small groups. Mrs Wardell has access to the Learning Support register, for further details of the pupils requiring support. This support takes place outside or inside of the classroom. The Learning Support team will assess a child's needs and monitor their progress in conjunction with the class teacher. Differentiated teaching methods and materials enable pupils who require extra support to have full access to all aspects of the curriculum.

The children diagnosed by Dyslexia Action as suffering from dyslexia receive extra support. Ms Catherine Wright comes into school to provide individual tuition to those pupils needing this specialised help, by arrangements of the parents and school.

PROVIDING EQUAL OPPORTUNITIES

At Brackenfield we have a firm whole school commitment to providing equal access to the curriculum for all children regardless of race, gender, mental or physical challenge. We aim to ensure that all published materials represent a realistic cross-section of life and are free from bias.

We aim to include texts which give our children the opportunity to understand different cultures and countries as part of their wider social, emotional and cultural development.

CROSS CURRICULAR LINKS

We consider that elements of the PSHE Curriculum are embedded in all areas of school life and of a child's learning, in all curriculum areas as it contributes to a child's development of understanding and communication in all subjects. Opportunities for children to explore and develop life skills across subjects are promoted and identified through planning in other curricular subjects and through close teacher liaison.

FINANCIAL LITERACY

Within the PSHE curriculum, content related to economic wellbeing and financial awareness/literacy is generally included. However, at Brackenfield, Financial literacy is taught separately. It is taught within a separate framework devised across the Forfar group of schools, made specific to Brackenfield, to all pupils in the Infant and Junior classes.

SPIRITUAL, MORAL, SOCIAL, EMOTIONAL AND CULTURAL DEVELOPMENT

As with all areas of the curriculum, the development of the whole child, including the dimensions above, is an integral part of our PSHE planning. Many aspects of the curriculum subjects have clear links with Social, Emotional, Spiritual, Moral and Cultural development:

- Reflecting and thinking critically
- Developing empathy and consideration of another's view point through group activities, sporting activities, literature and drama
- Developing an appreciation and enjoyment of the work of others
- Expressing thoughts and feelings when listening and responding to peers ideas, through literature and research
- Expressing thoughts and feelings, including during whole class discussions, peer work and when writing literature
- Understanding that choosing words carefully can help us to express ourselves accurately
- Experiencing other cultures and times through texts
- Working together and using other people's ideas imaginatively
- Developing a sense of self through written and oral communication and feedback

IDENTIFYING THE DEVELOPMENT NEEDS OF STAFF

We believe that it is essential for all members of staff to feel confident when teaching PSHE, including RSE and it is our aim that we provide an outstanding PSHE Curriculum for the children at Brackenfield. We therefore aim to provide staff development through inset training, observation of colleagues and through support from the PSHE co-ordinator in planning, teaching, marking and evaluating work.

RESOURCES

A resource bank is held in the PSHE co-ordinator's classroom. This includes books, videos, and professionally produced worksheets and workbooks. We are affiliated to the PSHE Association

and TWINKL and we use their bank of resources. Pupils are encouraged to bring books, objects and other appropriate material from home to extend resources and to develop interest.

Outside speakers are encouraged to visit the school e.g. the local MP, those linked to charities, Childline, nutritionists, representatives of the Fire service, local Police Force etc. Year 6 attend Crucial Crew, a safety awareness course organised by North Yorkshire Fire and Police, run annually and Year 6 partake in Bikeability, a NYCC road safety awareness course for cyclists.

MONITORING AND REVIEWING THE POLICY AND CURRICULUM

The subject leader delivers weekly lessons to Junior pupils in Years 4-6 and class teachers are responsible for delivering lessons in Year 3 and Infants. All class teachers are responsible for the implementation of the PSHE curriculum content within their lessons (cross-curricular). The policy has been written by the PSHE & Citizenship Lead, in conjunction with SLT, who with the class teachers, will monitor and review the policy on an annual basis.

Name of policy PSHE Subject Policy	Policy reviewed/amended date October 2021 V1 October 2022 V2 March 2023 V3 (revision) September 2024 (V4) September 2025 (V5) February 2026 (V6) Financial Literacy
Original policy date October 2021	Current version V6
Date of new review February 2027	

