



‘Innovative Education - Transforming Lives’

Citizenship Policy

Autumn 2020

Status	Curriculum
Governing Body Committee	Academy Improvement Committee (SIC)
Responsible Persons	Dawn Barker
Date the policy was agreed	September 2020
Review date	September 2021

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Sheep Dip Lane Academy: Citizenship / PSHE Policy

Reviewed: September 2020

Curriculum Intent

A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld.

Our aim of citizenship education in our school is to provide strong foundations which enable young people to:

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equals
- Develop their varied abilities and talents fully, setting achievable goals, learning to work hard, and understanding both success and failure
- Learn to live and enjoy a healthy and safe lifestyle
- Gain knowledge and understanding about cultural heritage and the development of different communities through a cross-curricular input and community involvement
- Gain an appreciation of the necessary part they play within the community of our school and how this is reflected in the wider community
- Learn about institutions, issues, problems and practices in our democracy
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations
- Distinguish right from wrong and to respect the civil and criminal law of England

At the heart of good citizenship is a dialogic classroom where all have the confidence to speak their minds in a respectful manner and understand that others may have a different opinion to their own.

Our classrooms provides, a safe and courteous environment where children respect the beauty and diversity of the environment and each other whilst accepting a responsibility for the part they play in its maintenance for future generations

Inclusion is at the heart of our citizenship intention and all children are given the support and opportunities they need to thrive in this subject.

These aims will be met by enabling our children:

- To develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- To know and understand what constitutes a healthy lifestyle
- To develop an awareness of safety issues and how they can help themselves to stay safe through the changing times of Covid 19.
- To become involved with community groups and outside agencies
- To have knowledge about local and national issues
- To develop personal talents and abilities through different opportunities

Implementation

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term Puzzle (Unit) Content

Autumn 1: Being Me in My World Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.

Autumn 2: Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included) and understanding

Spring 1: Dreams and Goals Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society

Spring 2: Healthy Me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise

Summer 1: Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2: Changing Me Includes Relationships and Sex Education in the context of coping positively with change

At Sheep Dip Lane, PSHE lessons are taught every week in FS, KS1 and KS2. This ensures that we are able to teach the PSHE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways which include:

- Word of the Week Assemblies eg 'Respect.', which explore the aspects of each term's specific themes in greater depth, supporting children to make links to their own lives within and beyond school
- Praise and reward systems,
- Positive relationships child to child, adult to child and adult to adult across the school.

We aim to 'live' what is learnt and apply it to everyday situations in the school community. Class teachers/HLTA's deliver the weekly lessons to their own classes. The school's ethos, curriculum design and PSHE lesson coverage promote the following –

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others
- Skills for employability, including Active listening and communication (including assertiveness skills)
- Team working
- Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
- Leadership skills
- Presentation skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Recognising, evaluating and utilising strategies for managing influence
- Valuing and respecting diversity
- Using these skills and attributes to build and maintain healthy relationships of all kinds

Impact

The school has established and maintained a positive learning environment where the children have positive relationships with their peers and teachers. The extent to which the school successfully promotes the spiritual, moral, cultural, mental and physical development of pupils at the schools is further evidenced through the school's recognition by a number of nationally recognised agencies. The school holds the Council for Learning Outside the Classroom's Quality Mark at Gold standard in recognition for 'continue and progressive learning outside the classroom'. With weekly assemblies, we ensure that PSHE/ citizenship remains a constant and relevant part of each child's education. We regularly maintain up to date training which the subject co-ordinator disseminates to ensure an approach that is informed by current pedagogy and advice from experts, as well as involving the use of recommended resources.

Recovery Curriculum – September 2020 following wider re-opening of academy due to the Covid 19 pandemic

The Covid-19 pandemic has been a disruptor to normal life within our academy communities. These factors are enhanced by the social distancing measures that our pupils and workforce are experiencing. Unlike a more conventional recovery from a period of absence from academy, e.g. 6-weeks summer holiday period, the time period and potential fluctuations that will occur over the coming months will be a new recovery challenge that we will need to deal with, for example;

- Fluctuating restrictions depending on future peaks and outbreaks that may be uneven across the region and unpredictable
- Services may be ‘switched on and off’ within the recovery period
- The recovery period may be at least 12-18 months or until widespread immunity via a vaccine
- Different need for restrictions i.e. shielded population may have greater restrictions for longer. This will impact on workforce availability
- Implementing social distancing measures within the context of a academy

Our **Recovery** can be defined as the process of rebuilding, restoring and rehabilitating following this emergency and our plan to get back to ‘normal’ academy functioning. We will set about initiating diagnostic assessments to inform and establish trajectories for our Recovery Curriculum and these assessments will cover the following themes;

- -Social and emotional needs
- -Behaviour and routines
- -Academic gaps in learning
- -Tracking back our curriculum to move forward from the right starting points
- -Resilience of our pupils
- -Feedback on the types of learning the pupils want to experience and think is of most benefit

We are adopting **a Three Horizons Model**

Understanding of timescales and a consistent approach to the journey from response, recovery, renewal and to achieving the long-term objectives is a foundation from which we can build our strategic plans. Using the three horizons approach that set out different timescales and outlooks that are not linear but run concurrently but with different prevalence over time. It also sets out questions (example questions set out in **Horizon 3**), which challenge what we want to recover back to and which parts of the disruption of Covid-19 do we learn from to build the future we aspire too.

- **Horizon 1 (H1):** Immediate Recovery steps (June - Aug 2020)

Horizon1 is the existing business as usual or the dominant way of doing things today.

- **Horizon 2 (H2):** Post Peak Recovery Foundations (Sept 2020 – December 2020)

Horizon 2 is the part of greatest innovation and disruption where new innovative thinking and new ways of doing or being emerge. A good example is the digital transformation of the past decade i.e. smartphones.

- **Horizon 3 (H3):** Realising the Recovery Objectives (2021 onwards)

Horizon 3 is the future we want, pockets of the future are already in existence and we want to see these grow and become the new future.

Our children are growing up in a complex and ever-changing world and are exposed to an increasing range of influences. The community will have been highly affected by Covid-19 and the recovery curriculum at Sheep Dip Lane Academy has been planned to take all of this into account with an aim to help our children to cope with our ever changing world as best we can. The school, and its curriculum, aim to build on and complement the learning that has already started at home in relation to moral values and attitudes and awareness of society. Parents, or adults who care for the children we teach, are the ‘first time educators’ of their children. Schools work in partnership with them to develop children personally, emotionally, and as young citizens.



Teaching and Learning

Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

Citizenship education is taught through a range of teaching and learning styles. The recovery curriculum has been designed to allow all children to hold discussions, debates and circle time are all used to develop interactive learning and implement effective personal, social and health education. During this current year, Sheep Dip Lane Academy is introducing the Jigsaw programme. During these lessons we encourage:

- The participation of individuals as part of a large group
- Respect for everyone's views
- Talking and listening for all
- The inclusion of all adults and pupils, and the sharing of ideas within the whole group
- The opportunity for teachers to reflect on the effectiveness of their teaching approaches
- Individual reflection on the subject at hand
- Small group decisions and decision-making
- The sharing of ideas from the whole class
- Opportunities for reporting back
- Planning for implementing what has been learned/decided, where appropriate

Citizenship and PSHE are delivered in a cross-curricular way or through discrete lessons in order to deliver the non-statutory framework. The framework for key stages 1 and 2 contains specific reference to knowledge, skills and understanding that children need to develop in order to contribute to, and participate in, inclusive learning environments.

Children's learning in Citizenship is enhanced by a positive ethos throughout school. All activities in school contribute to the ethos, including work of midday supervisors in the playground, assemblies and extra-curricular activities.

Foundation Stage

We teach PSED and Citizenship in the foundation stage as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the EYFS, leading to the Early Learning Goals. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Early Learning Goals.

KS1 and KS2

KS1 Overview of termly content:

KS1

Overview of termly content:

Year Group	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
1	The importance of feeling special and safe. Being part of a class. Understanding Rights and responsibilities. Feeling Proud and rewards. Consequences and owning the 'Learning Charter'	Similarities and differences. Understanding bullying and knowing how to address it. Making new friends. Celebrating everyone's differences.	Setting personal goals. Identifying successes and making achievements. Learning in different ways. Working well and celebrating achievements with a partner. Taking on new challenges. Identifying and overcoming obstacles. Recognising feelings of success.	Keeping healthy Leading a healthier lifestyle. Keeping clean and being safe.	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Animal and human life cycles Changes in me. Changes since being a baby Differences between female and male bodies. The link between growing and learning. Dealing with change and getting ready for Y2.
2	Hopes and fears for the year. Understanding rights and responsibilities. Rewards and consequences. Establishing and maintaining a safe and fair learning environment. Valuing everyone's contributions. Choices. Recognising feelings.	Making assumptions and understanding stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Gender diversity. Celebrating difference and remaining friends.	Achieving realistic targets. Perseverance. Learning strengths. Learning with others and group co-operation. Contributing to and sharing success.	Being motivated. making healthier choices. Relaxation. Healthy eating and nutrition. Recognising healthy snacks and food.	Different types of family Physical contact boundaries getting on and falling out Secrets Trust and appreciation. Expressing appreciation for special relationships.	Life cycles in nature. Growing from young to old. Becoming more independent Differences in female and male bodies (using correct terminology). Being assertive. Preparing for Getting ready for Y3.

KS2

Overview of termly content:

Year Group	Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
3	<p>Setting personal targets.</p> <p>Self-identity and recognising own worth.</p> <p>Positivity when facing challenges.</p> <p>Rules, rights and responsibilities.</p> <p>Rewards and consequences.</p> <p>Making responsible choices.</p>	<p>Families and their differences.</p> <p>Managing family conflict (child-centred).</p> <p>Witnessing bullying and how to solve it.</p> <p>Recognising how words can be hurtful.</p> <p>Giving and receiving compliments.</p>	<p>Difficult challenges and achieving success.</p> <p>Dreams and ambitions.</p> <p>Facing new challenges.</p> <p>Motivation and enthusiasm.</p> <p>Recognising and trying to overcome obstacles.</p> <p>Evaluating learning processes.</p> <p>Managing feelings.</p>	<p>Exercise and fitness challenges.</p> <p>Food labelling and healthy swaps.</p> <p>Attitudes towards drugs.</p> <p>Keeping safe and why it's important (online and offline scenarios).</p> <p>Respect for self and others.</p>	<p>Family roles and responsibilities.</p> <p>Friendship and negotiation.</p> <p>Keeping safe online and who to go to for help.</p> <p>Global citizenship.</p> <p>Awareness of how choices affect others.</p> <p>Awareness of how other children have different lives.</p> <p>Expressing appreciation for family and friends.</p>	<p>How babies grow.</p> <p>Understanding a baby's needs.</p> <p>Outside and inside body changes.</p> <p>Family stereotypes.</p> <p>Challenging my ideas.</p> <p>Getting ready for Y4.</p>

	Seeing things from others peoples' points of view.		Simple money management.	Making healthy and safe choices.		
4	Being part of a class team. Being a citizen in my school. Rights, responsibilities and democracy (school council). Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour.	Challenging assumptions. Judging by appearance. Accepting self and others. Understanding different influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions	Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving targets. Working with others. Celebrating contributions. Resilience. Positive attitudes.	Healthier friendships. Group dynamics. Smoking. Alcohol. Being assertive. Peer pressure. Celebrating inner strength.	Jealousy. Love and loss. Memories of loved ones. Getting on and falling Out with others. Girlfriends and boyfriends Showing appreciation to people and animals.	Being unique. Having a baby. Girls and puberty. Confidence in and accepting change. Getting ready for Y5. Environmental change
5	Planning the forthcoming year. Being a good citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice and participating.	Cultural differences and how they can cause conflict. Racism. Rumours, name-calling and types of bullying. Material wealth and happiness. Enjoying and respecting other cultures.	Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others through charity. Motivation.	Smoking, including vaping. Alcohol Alcohol and anti-social behaviour. Emergency aid. Body image. Relationships with food. Making healthy choices. Motivation and behaviour.	Self-recognition and self-worth. Building self-esteem. Safer online communities. Online rights and responsibilities. Online gaming and gambling. Reducing screen time. Dangers of online grooming. 'SMARRT' internet safety rules.	Self and body image. Influence of media on body image. Puberty for girls. Puberty for boys. Conception (including IVF). Increasing responsibility. Coping with change. Preparing for Y6.
6	Identifying goals for the year. Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy and having a voice. Anti-social behaviour Role-modelling.	Perceptions of normality. Understanding disability. Power struggles. Understanding bullying. Inclusion and exclusion. Differences as conflict, difference as celebration. Empathy.	Personal learning goals in and out of school. Success criteria. Emotions associated with success. Making a difference in the world. Motivation. Recognising achievements. Compliments.	Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Recognising and managing stress.	Mental health Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Taking responsibility with technology use.	Self-image and body image. Puberty and feelings. Conception to birth. Reflections about change. Physical attraction. Respect and consent. Boyfriends and girlfriends. Sexting. Getting ready for Y7.

Inclusion

We teach PSHE and Citizenship to all children, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of children by taking into account targets set with the children in their Support Plans.

Assessment, Recording and Reporting

Staff at Sheep Dip Lane are committed to knowing their children well and promote good relationships. Assessment of PSHE and Citizenship is an integral part of every curriculum subject where ever possible.

Outcomes and aspects of PSHE are communicated to parents and carers regularly throughout the school year, including at open evenings. End of year reports also convey social and emotional aspects of learning.

It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development. Children are active in the assessment of their lessons and are able to review their learning through the use of 'I can' statements which relate to the intended lesson outcomes, as well as longer term goals. Assessment in PSHE is ongoing and supported through the use of questioning and ongoing observation

Each class has a learning journey portfolio of work from the foundation stage to Year 6, reflecting work from differing ability ranges in each age range. Subject Leaders and staff will use this as a monitoring tool to reflect on continuity, progression and expectations within school.

School also keeps a record of achievements, skills and abilities and progress made in school e.g. swimming certificates, Bikeability.

Monitoring

There are opportunities for the Subject Leaders to monitor the teaching and learning which takes place in the classroom. Planning is also monitored and discussions take place between the Subject Leaders and members of staff.

Resources

During 2020 the Jigsaw programme will be introduced across the school. The management of the resources is the responsibility of all members of staff using them and will be overseen by the Subject Leaders. All children will have an awareness of the Jigsaw Charter as seen below.



Each teacher is able to access the central resources for Jigsaw lessons through the Jigsaw website. Lesson plans can then be downloaded in PDF format, along with related resources, such as PowerPoints and specific imagery. Teachers are encouraged to modify lesson slides and the lessons themselves, to ensure that they fully meet the needs of the class and address specifically recognised social and emotional aspects of learning

effectively. Teachers also refer to the ‘I can’ statements for each unit theme to ensure that lessons, including those beyond PSHE, promote their achievement as outcomes. PSHE is embedded across the curriculum. The school will also plan special events, such as French week and events which involve the wider school community in the interests of PSHE and link learning to other areas, such as environment and sustainability.

Health and Safety

Provision for Citizenship and PHSE in the curriculum needs to be consistent with school and the Trust policies on guidance and care of children, behaviour and discipline, and health and safety.

Extended Schools

As a school we provide a variety of after-school clubs, however these are limited whilst the full wider reopening of the school during Covid 19 takes place.

Junior Leadership Team

The Junior Leadership team consists of a variety of Year 6 pupils who take the views of children from each class (Year 1 – Year 6). The team meets on a fortnightly basis to discuss issues arising through class councils and to enable the pupils to make decisions regarding school life.

Confidentiality

Class teachers conduct Citizenship and PSHE lessons in a sensitive manner. Class ground rules are established during PSHE activities to ensure children feel safe and are willing to explore sensitive issues. Staff are always available to discuss issues with any parents. Children’s questions are answered as honestly and fully as possible. However, if a child makes reference to anything which gives cause for concern, then staff will report such incidents to the Headteacher/senior member of staff or designated safeguarding officers if required.

Child Protection

The school has a separate child protection policy. Effective PSHE and citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns. All school staff have received training regarding child protection/ safeguarding (September 2019).

Visitors in school

The school uses several outside agencies to contribute to the PSHE programme e.g. School Nurse, Fire-fighters, PCSOs. All visitors and regular volunteers in school have been DBS checked. Preparation and planning of visits is undertaken carefully in order to maximize the benefits of the visit. Visitors and helpers are made aware of the school’s Citizenship/PSHE Policy and expectations with regard to confidentiality. Visitors do not take sole responsibility for classes and class teachers are always present.

To be reviewed September 2021

Signed Co Chair of Governors.....
Signed Head teacher.....

Intent, Implementation and Impact in Citizenship/PSHE

Intent	Implementation	Impact
To build a PSHE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to access the wider curriculum and to prepare children to be a global citizen now and in their future roles within a global community. We will focus on issues that are relevant to our local community e.g. the use of foodbanks and jobs/careers	The school curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world. To support this we will use the PSHE Jigsaw scheme. We will review termly the topics covered to see if any changes need making. The Relationships part will be supported by the 'School nursing team.'	<p>Children will demonstrate and apply the British Values of Democracy, Tolerance, Mutual respect, Rule of law and Liberty.</p> <p>Children will demonstrate a healthy outlook towards school – attendance will be in-line with national and behaviour will be good.</p> <p>Children will achieve age related expectations across the wider curriculum.</p>
Children will have accurate and relevant knowledge of PSHE/ Citizenship.	<p>Alongside the Jigsaw scheme we will include opportunities to link British Values, Spiritual, Moral, Social and Cultural (SMSC) and schools key skills into the curriculum.</p> <p>Working class journals in each classroom exemplify the terminology used throughout</p>	<p>Children at our school will be equipped with knowledge and skills that will enable them to be ready for life as an adult in the wider world.</p> <p>We aim to equip children with skills that will allow them to grow into healthy and proactive members of society; who challenge stereotypes and break perceived barriers that are put in their way that stop them from reaching their true potential.</p> <p>We will make children aware of issues in our local community and ways in which they can support others.</p>
Children will be given the opportunities to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.	<p>Working class journals in each classroom exemplify the terminology used throughout the teaching of PSHE, British Values and SMSC which enables pupils to make links across the wider curriculum.</p> <p>Whole school, Key Stage and class assemblies always make a link to PSHE, British Values and SMSC.</p> <p>Introduction of the Junior Leadership Team</p>	<p>Working class journals in each classroom exemplify the terminology used throughout the teaching of PSHE, British Values and SMSC which enables pupils to make links across the wider curriculum.</p> <p>Children will share this knowledge and understanding in the conversations held with them.</p> <p>Junior leadership team will develop and flourish in its role being the voice for the pupils of the school.</p>