



Walkley Primary School: Citizenship Curriculum

Incorporating Relationships, Health and Sex Education (RSHE) and Personal, Social Health and Economic Policy (PSHE) in conjunction with the Equalities Act 2010.

Approved by:
Governing Body

Date: 06.12.21

Last reviewed on: 16.07.23

Next review due by: 01.09.24

Walkley Primary School are passionate and united about equality, compassion, understanding, tolerance, celebrating diversity as is embedded as a way of life in the ethos of our school. COVID and lockdown have raised our awareness and need to provide a strong mental health agenda combined with an equally socially aware curriculum as priority for our children, as many of us experienced feelings of isolation, loneliness and vulnerability during this period. This curriculum will further enhance our existing learning and teaching delivery as a more inclusive, respectful tool to develop empathy and understanding.

Members of our Walkley community have a right to their own opinion and for their beliefs to be respected.

Rationale and ethos

Although WPS has taught PSHE, RSHE (previously referred to as SRE) and citizenship for many years, we are updating and improving our practice for several reasons:

- The values, beliefs and conversation topics of society as a whole have changed and we need a curriculum that reflects that.
- The statutory guidance from the department for education has changed and we have a responsibility to implement that guidance.
- We have been creating a new curriculum over the last 3 years after reviewing the way that we deliver all subjects across the wider curriculum.
- Additional requirements on schools in law that have informed this policy include the Equality Act 2010, advice for schools and Keeping Children Safe in Education (2020).

Definitions

- **RSHE:** Relationships, Sex and Health education. Delivered as per the statutory guidance created by the Government. The guidance around relationships education and health education are separate, but we have amalgamated them to make it easier to implement the new changes later.
- **PSHE:** Personal, Social, Health and Economic education. Lessons delivered using learning objectives from the PSHE association. PSHE and RSHE objectives overlap and will often be achieved simultaneously.
- **Citizenship:** A non-statutory element of the national curriculum, WPS will teach all the non-statutory objectives alongside PSHE and RSHE. This is the umbrella term that we use to describe all of those subjects to the children at WPS. In this document, the word citizenship will be used to refer to all of the above subjects.

Learning for Life (Taken from our school ethos and vision)

Our primary school days will be lived in a nurturing and secure environment. We will be valued and value others, no matter what their background, appearance, nationality, religion or disability. We will celebrate the past, live in the present and plan for the future. At Walkley Primary School, we look to equip children with the skills they will need in preparation for their own journey through life.

Relationships, sex and health education is the foundation for a safe, happy, healthy and kind society sharing the ethos and values of WPS and our families. Starting with our own families we want our children to feel secure, joyful and compassionate as they grow and move towards adulthood both online and offline. We want children to be considerate and respectful to themselves and those around them, including those who are different from themselves so they can make

informed choices, when old and mature enough to do so; and understand the world in which we live. We celebrate Citizenship every Friday in Golden Book assembly, so it is a core value of our school.

Our ethos includes:

- We are all unique, special and talented
- Celebrating diversity
- Being aspirational
- Using kind words and push ups
- Being polite and friendly
- Having integrity and doing the right thing even though no one is watching
- Being a wonderful Walkley Citizen with morals
- Enquiring about the world and respectfully challenging / exploring issues.

This applies to all areas of pupils' development and learning. We believe relationships and health education plays a key part in providing children and young people with the knowledge that enables them to make informed choices and decisions about their well-being, health and relationships and their self efficacy. Everyone faces difficult situations in their lives and children need to be supported to develop resilience, to know how and when to ask for help and know where to ask for support. Ultimately, learning within this curriculum, combined with our very strong organic curriculum themes that already exists in Walkley, will help our young people to be happy, healthy and safe, now and in the future.

The Equality Act 2010

As a caring and committed school, we must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for:

- Faith perspectives in the contexts of a balanced debate
- Cultural diversity
- Varied family structure and home background
- Gender, and sexual orientation

Teaching will reflect the law, including the Equality Act 2010, as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Healthy relationships

All pupils are supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults. An important part of this process is creating time for pupils to come together to reflect on their learning and to be supported to discuss issues that are important to them. This will help them to form lasting healthy relationships.

Teaching and Learning: Curriculum, delivery and assessment

Curriculum

This curriculum covers WPS existing approach to teaching relationships and sex education (RSE), as well as health education. All of this curriculum is age appropriate, is consistent and concentrates on:

1. **Relationships:** Family and Friends
2. **Community:** Our communities and online safety
3. **Mental well-being:** Understanding my feelings
4. **Physical Health:** Staying Healthy
5. **Growing up:** Growing and changing

These subjects meet statutory obligations as outlined in the revised DFE statutory guidance 2019. This guidance states that from September 2020, all schools must deliver relationships education in primary schools and relationship and sex education in secondary schools. This was delayed until the Summer of 2021 because of successive coronavirus lockdown measures.

We will be adapting the Sheffield Primary RSHE and PSHE Curriculum, as well as using existing resources that we feel are already of a high standard. All staff have received training from Learn Sheffield who are the team who developed the Sheffield resources (5th Oct 2021).

Although schools are not required to provide sex education, WPS will continue to provide this to our Year 6 pupils, as it has done in the past. We will continue to teach puberty and menstruation to our Year 5 and Year 6 pupils.

Sex education will continue to be delivered and remains optional for parents. RSHE is not about the promotion of any particular sexual orientation, identity, belief system or activity.

KS1 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
What makes a family? Fa1) Who's in my family? Fa2) Do Families always stay the same? Fa3) How should families treat each other? Fa4) When should I say no? Fa5) Who owns my body? I do! Fa6) Are all families the same?	Keeping friendships healthy Fr1) Who is my friend? Fr2) What makes a good friend? Fr3) Should friends tell us what to do? Fr4) How do we stop bullying?	/	Our Communities C1) How do we make a happy school? C2) Who lives in my neighbourhood? C3) What makes a boy or a girl? C4) How do I save up to buy something? Online Safety Os1) Screen time [L1] Os2) Personal information [S1] Os3) Online strangers [P1] Os4) Fake News [N1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>
Health and Wellbeing			
Mental Wellbeing	Physical Health	Growing up	
Understanding my feelings M1) Where do feelings come from? M2) Who am I? M3) What helps me to be happy?	Staying healthy P1) How do I help my body stay healthy? P2) How do I decide what to eat? P3) How do we stop getting ill? P4) How can I stay safe?	Growing G1) How bodies change as we get older (link with science)	

LKS2 RSHE Curriculum Sections Overview

Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
What makes a family? Fa1) Do Families always stay the same? Fa2) Are all families like mine? Fa3) Are boys and girls the same?	Keeping friendships healthy Fr1) What makes a good friend? Fr2) Are all friends the same? Fr3) Are friendships always fun?	/	Our Communities C1) How do we make the world fair? C2) Where do you feel like you belong? C3) How can we help the people around us? Online Safety Os1) Online strangers [P1] Os2) Sharing Online [P2] Os3) Friendship Online [S1] Os4) Personal Information [C2] Os5) Digital Media [N1] Os6) Verifying content and echo chambers [N3] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
Understanding My Feelings M1) How do I manage my feelings? M2) Are we happy all the time?	Staying healthy P1) How do I keep my body healthy? P2) How do I get a healthy diet? P3) How do I stop getting ill?	/

UKS2 RSHE Curriculum Sections Overview

Relationships			Living in the Wider World
Family	Friends	Intimate	Community
What makes a family? Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a 'normal' family?	Keeping friendships healthy Fr1) What makes a close friend? Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? Fr4) Why are some people unkind? Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?	KS3 and above only	Our Communities C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? C4a) How can I be a great citizen? C4b) How can we make positive changes in the world? C5a) Why is money important? C5b) How should I spend my money? C5c) How can I earn money? C6) What makes us feel like we belong? C7) What does it mean to be British? Online Safety Os1) Control and consent [S1] Os2) Protecting our identity [P1] Os3) Meeting strangers online [P4] Os4) Personal Information, terms and conditions [C2] Os5) Analysing Digital Media [N1] Os6) Bias [N2] Os7) Echo Chambers [N5] Os8) Does the internet make us happy? [L1] <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
Understanding My Feelings M1) Does everybody have the same feelings? M2) Should we be happy all the time? M3) Why do we argue? M4) Who am I?	Staying healthy P1) Is there such a thing as the perfect body? P2) How can I stay fit and healthy? P3) Can I avoid getting ill? P4) Why do some people take drugs? P5) Where should I get my health information? P6) How do I save a life?	Puberty G1) How will my body change as I get older? G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is Menstruation? Sexual reproduction Sx1) How do plants and animals reproduce? (Taught through science) <i>(N.B. does not include sexual intercourse)</i> Sx2) Optional unit on sexual reproduction <i>(N.B. Not statutory)</i>

Delivery

Primary schools are well placed to support children to effectively manage conflicting opinions. Citizenship lessons teach children how to manage disagreements and to respect other people's opinions. We remind everyone to consider these two fundamental principles:

- Members of our community have a right to their own opinion.
- We consider all protected characteristics to be equally important and do not prioritise any particular aspect of the Equality Act 2010.

If children make disclosures, the standard safeguarding procedure will be followed as laid out in the safeguarding policy.

We explore a curriculum which raises discussions around citizenship. These are sometimes emotionally powerful and can be sensitive (e.g. bereavement, racism, sexism, discrimination, prejudice). It is important for us to establish class ground rules before each lesson begins. We encourage our children to share their own views respectfully. Our school celebrates citizenship and teaches children not to use hateful or offensive language as this contradicts the school ethos. Our children are usually very empathetic, curious and sometimes outraged at the sense of unfairness and injustice that still exists in the 21st Century.

Teachers, teaching assistants and pupils will agree on ground rules for discussion. They will be strongly linked to our behaviour rules 'Be polite and friendly' and 'Use kind words and push ups'.

Already embedded in our curriculum; being in role, using Mantle of the Expert techniques, allows children to explore their feelings about issues safely, because they are not acting or speaking for themselves.

Pupils can raise questions verbally or if they want to they can write a note and place it in the worry box in their classroom and they will be reminded that this is available during every Citizenship lesson. A child's question may well be of general interest to the class. However, if the question requires relevant information appropriate only to the individual, then teachers should not respond in the whole class setting but to the individual as appropriate. In these instances, staff will use agreed phrases, which may include:

- This will be something that we will learn about when you are in Year 5.
- I can't answer that one right now, but you may like to ask your parents/carers.
- Somebody from our Pastoral team will talk to you about that.

All staff teaching the Citizenship policy will be supported by the SGT if they have any concerns.

Although individual citizenship lessons will vary, there is a running theme across the subject. We aim to provide high quality stimuli such as videos, books, pictures or scenarios. These will then lead onto class discussions, or questions for the teaching staff. Teachers will make it clear whether they are informing children or asking them to share their opinions. Where possible, citizenship lessons will be an opportunity for children to practice how to express their opinions and be honest, whilst also considering that other people in the room may not share their views. In most circumstances, we expect class teachers to deliver these materials themselves and to revisit topics that need more explanation at a later date.

Assessment

Assessment plays a key role in effective Citizenship teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about testing. Pupils' development in Citizenship focusses on knowledge as well as skill development and attitude. Pupils will be encouraged to reflect and self assess their own learning and progress. The following are examples of questions that may be used with children to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- What do I know already?
- What new information have I learnt?
- How did I feel about what I found out?
- Did I learn anything I did not expect to?
- What else do I want to learn?

Teaching and Learning: Inclusivity

Our school promotes inclusion of all pupils.

Students with SEND

Lessons are taught with special educational needs and disabilities in mind. Techniques such as highly visual resources, group work, repetition and differentiated learning objectives are all part of our basic daily good practice. Teachers will adapt their resources to bear in mind the specific needs of all pupils. This may include pre-teaching, extra support from staff or peer mentoring.

Single gender groups

We generally avoid splitting groups by characteristics, but will do so if specific circumstances make it the best option. Puberty and menstruation will be taught to all pupils, regardless of characteristics. All children will be given the same information in Year 5 and Year 6.

Pupils with protected characteristics

Protected characteristics are defined as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation by the Equality Act 2010. Our citizenship curriculum looks to actively educate children about discrimination that people (including some pupils) may face.

Monitoring and evaluation of the curriculum

Our school's curriculum will be co-created and monitored:

- School leaders in each phase alongside phase teachers will monitor planning and carry out book scrutiny assessments half termly.
- HT/DHT will look through planning and meet with curriculum teams and look at pupil books half termly.
- The Governing Body will review the curriculum and all lessons therein.

Roles and Responsibilities

Named member of staff for RSHE, PSHE and Citizenship: Val Sian

Staff responsible for managing safeguarding and child protection: Toni Homer / Val Sian

Governor team responsible for RSHE, PSHE and Citizenship: Safeguarding Governor group

Governing Body

Overseeing the provision around citizenship is the responsibility of the Governing Body, who will provide appropriate challenges and agree on the content of this policy. The Governing Body should liaise with Senior Leaders to access appropriate training to fulfil the role.

The Headteacher will develop this policy and ensure that it is reviewed as per the agreed timetable.

Staff

Staff are expected to deliver the citizenship curriculum and, when teaching issues related to citizenship, treat each other with respect and sensitivity. Staff voice will form part of the review and monitoring of the policy.

Any members of staff who have concerns about teaching citizenship are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage with the citizenship curriculum and, when discussing issues related to citizenship, treat others with respect and sensitivity. Pupil voice will form part of the review and monitoring of the policy.

Parents

WPS recognises the primary role parents and carers have in the citizenship of their children. We wish to build a positive and supportive relationship with the parents/carers of our children at our school through mutual understanding, trust and co-operation.

To support this, parents/carers:

- Should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the school policies online or request to view hard copies at the school.
- Can ask staff questions that they have about the citizenship education of their child.
- Will receive information about citizenship so they can support their child's learning at home.

Policy sharing, monitoring and review

The policy will form part of the induction of all staff members and annual staff training

- The policy is shared on our website
- Parents and staff are invited to comment on the policy
- The policy will be reviewed every year.