



Cabot
Learning
Federation

Happy children are successful children

'Intent, Implementation & Impact'

Citizens: PSHE & RHSE & RE 2023-2024

Intent

I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.

At Herons' Moor we believe that citizenship is the foundation of children understanding the world around them and finding their place within it. We are a values-based school and our values work alongside the CLF Citizenship curriculum to promote children who are happy, safe and successful. Our children should feel a sense of belonging throughout our school and have a clear understanding of what it means to be a Herons' Moor Citizen. They should enjoy sharing their thoughts, views and opinions and feel confident to make mistakes. It is our hope that children will be able to use their feelings of safety and security to develop their sense of place within their communities and within the wider world. Our values are the heart of Herons' Moor and are integral to everything we do, from the language we use to the routines, rules and systems we have in place. Herons' Moor citizens will have good morals and try to inspire and promote our values within school and the wider world. Our aim is for children to eventually leave Herons' Moor as kind, respectful, patient and honest members of society who believe in themselves and are ready to embrace their bright futures.

Implementation

1. Planning

- 1.1 The school follow the CLF 3-19 curriculum, 'I am a Citizen'.
- 1.2 Each class teaches a unit termly and all classes deliver the same unit in the same term, with some exceptions. The units are delivered throughout the school in this order for PSHE/RHSE: Relationship Education, Online Safety, Mental Wellbeing, Physical Health, Sex Education. The units are delivered in this order for RE: Special books and people, Celebrations and festivals, Creation, Incarnation and resurrection, Moral and ethics laws belief (belief into action) and Pilgrimages, journeys and places.
- 1.3 As a values-based school, class teachers also have the option to teach a discrete lesson based on each value of the month in addition to the CLF 3-19 curriculum, 'I am a Citizen'.

2. Whole Class teaching

- 2.1 The whole school expectation of PSHE, RHSE and RE is that each unit is covered in line with the whole school overview of units (with some exceptions). Teachers can deliver lessons on a weekly basis or alternatively in a block. This is left to teacher judgement and is monitored termly to ensure content is being covered.
- 2.2 Teachers should appropriately plan their own lessons based on the CLF, 'I am a Citizen' curriculum objectives. Teachers should ensure all lessons meet the needs of all children.
- 2.3 PSHE, RHSE and RE lessons are encouraged to be planned to be collaborative, practical and discussion based where possible. This is to enable all children to access the learning and support all children in having their voice heard, as well as developing their oracy, self-esteem and confidence.

3. Assessment

- 3.1 Evidence of learning will be collated in two separate floor books: 'Citizenship – PSHE' (this floor book will also have evidence of statutory RHSE teaching) and 'Citizenship – RE'.
- 3.2 Appropriate evidence for assessment can include anything that shows the learning objective has been met. This may include, but is not limited to:
 - Photographs
 - Class discussions
 - Any child completed work – drawings or written
- 3.3 Class teachers should ensure evidence of learning is purposeful for the lesson's objective and that each piece of work in the floor book is clearly labelled with the learning objective from the curriculum. Due to the collaborative work being evidenced in the floor books there is no teacher expectation to mark it.
- 3.4 Each child will also have their own Citizenship book that work can be completed in. It is down to teacher judgement whether class learning is better represented in the floor book or Citizenship book. Each piece of work in the Citizenship books should be clearly labelled with a learning objective from the curriculum. Each piece of work should be clearly marked by the teacher using a blue (LO met) or orange (working towards LO) stamp due to the work being individual. This enables teachers to support children more effectively.

4. Right to withdraw

- 4.1 Parents have the right to withdraw their child from the 'Sex' elements of the RHSE aspect of the PSHE curriculum.
- 4.2 Parents do not have the right to withdraw their child from Health Education, Relationships, or any other aspects of PSHE as these are now statutory requirements.
- 4.3 Parents do not have the right to withdraw their child from National Curriculum Science, which includes elements of sex education such as puberty and reproduction.
- 4.4 Teachers should share resources used with parents on request.
- 4.5 PSHE lead will keep parents informed of the programme of study through letters.

Impact

Current trends

This year, we have put in place new school values systems and routines to increase the children's sense of belonging and ensure that our school values are more firmly embedded in our school culture. This year so far, we have routinely gathered pupil voice on our Citizenship monitoring walks, floor book audits and regular school council meetings.

As a school, we have introduced values wheels that are on display in every classroom and in communal places throughout the school. We have two wheels. The wheel that is in each classroom has our 4 core values that our rules are based around and the other 6 values that we focus on for the rest of the year, and the wheel that is displayed in communal spaces has a yellow ring of further values to discuss with the children as appropriate. We asked the children how they felt about the new values wheels and here are a few of their thoughts: "(The wheels) help a lot of people to show the values." "Loads of people have been

showing our values to me and I love it.” “I like the value wheels because they are important, and they make us a Herons’ Moor Citizen.” “Values wheels should stay as its made a difference to behaviour.”

We have also found that streamlining the values from 22 in a 2-year cycle to 10 every year (covering one value a month) has meant that the children know more of the values and can talk about them when asked. The children were able to list the following values when we gathered pupil voice: Kindness, forgiveness, compassion, determination, patience, honesty, fairness, positivity, responsibility, self-belief, sportsmanship, love, respect. They shared that the wheels help them to remember the values as they are so clear, as well as the large individual values boards on display in the yellow brick road. We have also continued with our monthly values assemblies, covering a specific value from the wheel each month.

We have introduced the school council members starting these assemblies by reflecting on last month’s values and giving examples from around the school. Our school values have been further embedded through our Celebration Assemblies. The children have the opportunity to be recognised through a celebration certificate and a values certificate, the latter focussing on praising children for showing our school values. The school council meet at least twice a term and are enjoying the increased responsibility around school, gathering thoughts and opinions from their classes and wearing their council badges and values wheels badges to promote the values around school.

This year we have focussed on raising the profile of belonging in our school and have aimed to do this in multiple ways. KS1 are now included in the school-house system so that they are involved in the collecting of value marks and effort marks and the whole school house competitions. When we gathered pupil voice, the following comments were shared: “The new values marks in KS1 are a way of celebrating children.” “We (KS2) like that KS1 are involved in the house system and collecting points.”

In addition, we have continued our links with Baytree by having our joint council meeting to discuss Children in Need Charity Day and completing activities at Christmas with our Baytree link classes: “(I) enjoyed making friends with the Baytree learners.”

We also have strong links between our school council and eco-council and regularly have joint meetings. The councils are working together to plan our school charity day at the end of the year that will have an eco-focus.

Furthermore, we are strengthening our year group links by partnering each class up with a different class (NUR-Y3, REC-Y4, Y1-Y5, Y2-Y6) and asking them to complete an activity together at least 3 times a year. The children were really positive about their link class experiences in term 2 and one child shared how this has promoted a sense of community: “Children have now made friends with the Nursery children and say hello when they see them around school.”

We have found that these new systems and routines are really strengthening our school’s sense of belonging. When we asked children from Year 1- Year 6 to reflect on if they feel that they belong at Herons’ Moor in our term 2 monitoring/ pupil voice session, they shared the following comments: “Yes because all of the teachers treat everyone equally, and you will be helped.” “Yes, because everyone is being treated the same way and if you have something bothering you there are people to talk to.” “Yes, I belong here because I am getting used to a new school. Making friends, being fair and feeling equal.” “Yes, because Herons’ Moor Academy helps us to learn everything we need to know. Teachers are kind to the children.” “Yes, because all of my friends are kind and I like being here as it is a nice school.” “Yes, because I really like this school because of the good values.” “Yes, because there are loads of people that like me and play with me.”

We recognise that we have whole school areas of development, including: continuing to increase our school’s sense of belonging by asking the children what we can do in future to further promote this, strengthening our in school class links to further build our sense of school community, continuing to support all staff in using and promoting values language around school, and continuing to use the floor books to confidently plan, teach and deliver a strong and secure Citizenship curriculum to our children.

We are confident that our new school routines and systems are supporting our children in being happy and successful Herons’ Moor Citizens: “If you listen to the values then you are a very good Herons’ Moor Citizen.” “If you are kind...patient...respectful and honest, you are being a Herons’ Moor Citizen.”

