

## **Policy on PSHE and Citizenship**

(see also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Sex and Relationship Education)

### **1 Aims and objectives**

- 1.1 We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'. The School achieved national Healthy Schools status in 2008.
- 1.2 Our objectives in the teaching of PSHE and citizenship are for all of our children:
- to know and understand what is meant by a healthy lifestyle;
  - to be aware of safety issues;
  - to understand what makes for good relationships with others;
  - to have respect for others;
  - to be thoughtful and responsible members of their community and their school;
  - to become active members of our democratic society;
  - to develop self-confidence and self-esteem;
  - to make informed choices regarding personal and social issues;
  - to develop good relationships with other members of the community.

### **2 Teaching and learning style**

- 2.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events such as parent assemblies, or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **3 PSHE and citizenship curriculum planning**

- 3.1 We teach PSHE and citizenship in a variety of ways. All planning is carried out by the class teacher. It is mainly taught as a discrete subject by the class teaching assistant. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects e.g. Science - Keeping Healthy, Geography – Local Environment issues. The teachers plan using the Learning Excellence 'Live Well Learn Well' documents. This scheme of work ensures that the key areas of learning are taught age appropriately throughout the school: Core skills, Sex and Relationships, Economic Wellbeing and Financial capability, Emotional Health and Well-being, Keeping Safe, Being a risk taker, Drug, Alcohol and Tobacco Awareness, Healthy Lifestyles, Taking Part, It's ok to tell and Being Different.

- 3.2 We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters, Anti-Bullying week
- 3.3 We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Where relevant, PSHE provides a vehicle for furthering understanding of these concepts.

#### **4 The Foundation Stage**

- 4.1 We teach PSHE and citizenship in reception classes as an integral part of the 'our topic' work. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'. The Reception class base their planning on the EYFS document and work towards the ELG's. PSHE and citizenship is continually taught, monitored and assessed.

#### **5 PSHE and citizenship and ICT**

- 5.1 ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences such as CyberCafe. Teachers also make good use of the wealth of short films and videos available to enrich the children's learning experience.

#### **6 PSHE and citizenship and inclusion**

- 6.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs/IBPs, some of which targets may be directly related to PSHE and citizenship targets.
- 6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

#### **7 Assessment for learning**

- 7.1 Our teaching assistants assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. These assessments are then feed back to the teacher. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 7.2 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

#### **8 Resources**

- 8.1 We keep resources for PSHE and citizenship in class, in topic boxes when appropriate. We have additional resources in the SEN Room. Our PSHE and citizenship coordinator holds a

selection of reference materials for teaching sensitive issues. There are also a number of services which will loan materials to teach topics and these can be reserved by the school.

## **9 Monitoring and review**

- 9.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
  - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
  - uses specially allocated, regular management time to review evidence of the children's work and to monitor plans across the school.
- 9.2 The quality of teaching and learning in PSHE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 9.3 This policy will be reviewed at least every two years.

**Signed:** *Louise Hatch*

**Date:** 5<sup>th</sup> May 2017