

## **Personal, Social and Health Education and Citizenship Policy**

### **1 Aims and objectives**

**1.1** We believe that PSHE and citizenship (PHSCE) should enable 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 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 both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

**1.2** The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of a community, such as school;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- 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, for example charity fundraising, the planning of special school events 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. Sometimes, for example when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum

through our religious education lessons. The school also makes use of the QCA units for teaching citizenship at Key Stages 1 and 2.

- 3.2** We also develop PSHE and citizenship through various activities and whole-school events, for example the school council representatives from each form meet regularly to discuss school matters. We offer a residential visits in Key Stage 2 where there is a particular focus on developing pupils' self-esteem, and offering opportunities to develop leadership skills and positive group work.

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

- 4.1** We teach PSHE and citizenship in reception as an integral part of topic work. As reception is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELG's). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development. We also support citizenship education in reception, when we teach 'how to develop a child's knowledge and understanding of the world'.

#### **5 Teaching PSHE and citizenship to children with special needs**

- 5.1** We teach PSHE and citizenship to all children, regardless of their ability. Staff provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEP's, some of which targets may be directly related to PSHE and citizenship targets.
- 5.2** 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.

#### **6 PSHE and citizenship and ICT**

- 6.1** During ICT, pupils learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Internet Guidance for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the [Internet](#) and other technologies. 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.

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

- 7.1** Staff assess the children's work in PSHE and citizenship both by making informal judgements, as pupils are observed during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. 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 Staff record achievements of pupils in PSHE and citizenship.
- 7.3 Pupils are encouraged to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the wider community.
- 7.4 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 a designated area. We have additional resources in the library. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

## **9 Monitoring and review**

- 9.1 The PSHE and citizenship coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The coordinator is also responsible for giving the headteacher an annual summary, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. We allocate special time to our coordinator to enable him/her to review samples of children's work, and to be involved in team teaching the subject.
  
- 9.2 This policy will be reviewed in line with the policy review cycle .

**Signed:**

**Agreed by Governors:**

**Date:**

**Review date:**