



PSHE & CITIZENSHIP POLICY

Overview

The Government's review of Personal, Social, Health and Economic education concluded in March 2013, stating that the subject would remain non-statutory and that no new programmes of study would be published. Citizenship continues to be a non-statutory requirement in Primary schools. The DfE however states in section 2.5 of the national curriculum framework that *'All schools should make provision for personal, social, health and economic education (PSHE), drawing good practice.'*

Policy Statement

The teaching of PSHE and Citizenship will explicitly reflect the values and ethos of our school, which are illustrated through our Values Tree, School Promise and School Prayer (ref Appendix A). Our pupils will learn about themselves as individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They will learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They will have opportunities to show they can take some responsibility for themselves and their environment and begin to understand global issues. They will begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They will begin to take an active part in the life of their school and its neighbourhood and learn how to be responsible citizens.

Management of PSHE and Citizenship

The subject leader is Lucy McNeil.

The named governor is Philippa Blowfield and she will liaise with the subject leader and help monitor and evaluate the provision of PSHE in the school (ref Monitoring and Evaluating Policy).

The main responsibilities of the subject leader are to:

- ensure a Scheme of Work is in place
- monitor and update resources
- co-ordinate whole-school provision with other subject leaders
- monitor teaching and learning in PSHE and Citizenship
- help identify staff training needs
- attend relevant courses and feed back to colleagues
- provide an action plan as part of the School Development Plan
- involve pupils, parents, members of external support agencies and others

Teaching and Learning Strategies

A range of teaching strategies will be used to provide the breadth of effective learning opportunities for all pupils. These will include an emphasis on active learning, enquiry, discussion and participation in citizenship activities and Circle Time. Our pupils will develop their knowledge, skills and understanding by working together on school and community projects, making decisions, taking responsibility and reflecting on their experiences. In the classroom there will be opportunities to establish classroom rules and ways of working together effectively. Visitors will be welcomed into our school and their expertise and skills will complement those of the school staff and will provide added value to our school's work.

PSHE and Citizenship Provision

There are different forms of curriculum provision for PSHE and Citizenship. These will include Circle Time, discrete curriculum time, teaching PSHE through and in other subjects and curriculum areas, such as critical thinking time, and through PSHE activities and whole school events. (See Appendix A – The PSHE Curriculum.)

The teaching of PSHE will contribute to other school policies including Behaviour, SEN, Equal Opportunities, Multicultural, RE and Drug Education. It will also contribute to the Healthy Schools and Eco Schools agendas.



It will be responsive to the needs of all pupils and fully inclusive which means that, built into the scheme of work, will be sufficient flexibility to allow the school to meet those changing needs. Planning will take into account different contexts, eg boys/girls, school incidents/experiences, cultural/ethnic issues and topics involving the world outside.

The views of our pupils, their parents and other members of the school community will be sought and will be part of the monitoring and evaluating procedures.

Resources

Staff use resources available in the school library and on appropriate websites, eg Espresso. Circle Time resources are also available. Visitors are our most valuable resources and their visits are integrated into our planning programme. They will include representatives from both our local and wider communities as well as members of external support agencies and other professionals.

Assessment

In PSHE and Citizenship there are two broad areas for assessment:

- children's knowledge and understanding of the various topics covered and as outlined in the non-statutory guidance
- how well the children can use their knowledge and understanding in developing personal skills and positive attitudes to those around them

Progress judged against identified pupil learning outcomes will be made and will inform future planning. The children will be involved in setting targets and assessing progress. Evidence of progress will be included in the Personal and Social section of the report to parents or at parent/teacher consultations, as well as in informal discussion with the child's parents or guardian. Further recognition of children's achievements in PSHE and Citizenship might also be during Celebration Assemblies or by awarding stickers or certificates. The emphasis will be on positive reinforcement and with all adults in school acting as positive role models.

Positive relationships amongst children are encouraged through the curriculum, based on skills of co-operation, listening, sharing, negotiation and collaboration. Elected representatives of each year group attend and participate in the school council. The children have an opportunity to explore and discuss issues, share roles of responsibility and take part in systems and conventions that reflect the wider society.

Eco Schools

The school achieved Bronze and Silver awards through the Eco Schools programme in 2007 and has Green Flag status from 2011. The children learn about eco initiatives and global issues through the PSHE curriculum. Class eco reps are elected and attend regular meetings with the Headteacher. All children are encouraged to be responsible citizens.

See also Sex and Relationships Policy, SMSC Policy and Drugs Education Policy

Adopted: October 2006

Reviewed: March 2011

Reviewed: November 2015

Reviewed:



APPENDIX A – THE PSHE CURRICULUM

Key Stage 1

Substance Use and Misuse

- Know that all medicines are drugs but not all drugs are medicines
- Know that all substances can be harmful if not used properly
- Know about different types of medicine and that some people need them to live a normal life (eg inhalers)
- Know and understand simple safety rules about medicines, tablets, solvents, household substances

Sex Education

- Know that humans develop at different rates and that human babies have special needs
- Be able to name the parts of the body and understand the concept of male and female
- Know about personal safety, eg know that individuals have rights over their own bodies and that there are differences between good and bad touches
- Begin to develop simple skills and practices which will help maintain personal safety
- Appreciate ways in which people learn to live and work together – listening, discussing, sharing

Family Life Education

- Know that there are different types of family and be able to describe the roles of individuals within the family
- Know about rituals associated with birth, marriage and death and be able to talk about the emotions involved
- Understand the idea of growing from young to old
- Acquire the skills of caring for young animals under supervision for a limited time (eg mini-beasts or hatching chicks)

Safety

- Know the potential dangers in different environments, eg road, water, home
- Develop and be able to practice simple ways of keeping safe and finding help

Health Related Exercise

- Know that people feel better when they take regular exercise
- Know that exercise uses energy which comes from food

Food and Nutrition

- Know that there is a wide variety of foods to choose from and that choice is based on needs and/or culture
- Know that food is needed for bodily health and growth and that some foods are better than others

Personal Hygiene

- Understand the need for and be able to practise simple personal routines eg washing hands, cleaning teeth, using a tissue



- Begin to understand that some diseases are infectious and that transmission may be reduced when simple safe routines are used

Environmental Aspects of Health Education

- Know that there is a range of environments, eg home, school, work, natural, built, urban, rural
- Know that individuals are part of these environments and have some responsibility for their care
- Develop an understanding of how and why rules are made concerning the school and other environments
- Know that some common illnesses and understand simple preventative health tasks that they should undertake each day

Psychological Aspects of Health Education

- Understand the importance of valuing oneself and others
- Begin to recognise the range of human emotions and ways to deal with these
- Begin to be able to cooperate with others in work and play