

SS. Peter and Paul R.C. Primary School



Personal, Social and Health Education (PSHE) and Citizenship Policy

1 Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and 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 they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. Alongside this, our school is keen to support all children in learning about and deepening their understanding of British values, culture and systems.

1.2 The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes 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 the school community;
- 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 school and the wider community.
- help pupils to distinguish right from wrong through discussion and modelling positive behaviour

2 Teaching and learning style

2.1 We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or special event, or involvement in an activity to help other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church community, 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. We teach PSHE and citizenship as a discrete subject. We share Statements to Live By on a weekly basis through House Group meetings, assemblies and Collective Worship. We use the Nurturing Human Wholeness as a programme of study and deliver this through circle time activities.

3.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons.

3.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to Thurston in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

4 Foundation Stage

4.1 We teach PSHE and citizenship in nursery and reception classes as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). 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 nursery and reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHE and citizenship to children with special educational needs

5.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through Early Help Care plans may include, as appropriate, specific targets relating to PSHE and citizenship.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, visiting another school or participating in road safety events, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

7 Resources

7.1 We keep resources for PSHE and citizenship centrally stored.

8 Monitoring and review

8.1 The PSHE and citizenship subject leader will monitor the standards of children's work and the quality of teaching. The subject leader is also responsible for giving information to the Head teacher including evaluations, strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Signed:

Chair of Governors

Signed:

Head Teacher

Ratified:

November 2015

Review Date:

12 months