

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 teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. We ensure that the protected characteristics, Equality Act 2010 are at the forefront of our practice.
- 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.
 - develop good British Values.

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 open evening, 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, 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 as a discrete subject.
- 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. There is also a considerable amount of PSHE taught through overlaps with Science.

- 3.3** We also develop PSHE and citizenship through activities and whole-school events. We offer a residential visit to an outdoor pursuits centre, Barnstondale and Colomendy, 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.
- 3.4** Relationships and Sex Education is now taught through the PSHE curriculum. 'The Christopher Winter Project' is used to deliver this area of the curriculum. Please see separate Relationships and Sex Education policy regarding this area.

4 Foundation Stage

- 4.1** We teach PSHE and citizenship in Pre-School and KG classes as an integral part of the topic work covered during the year. As these classes are part of the Foundation Stage, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the PSED area of learning. We also support citizenship education in these 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 needs

- 5.1** 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 we take into account the targets set for the children in their Additional Learning Plans (ASPs).

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 and by doing formal assessments of their work, measured 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.
- 6.2** Teachers report pupil's achievements to parents yearly.
- 6.3** We encourage our pupils to keep records of their contribution to the life of the school and community in their personal statement on their school report.
- 6.4** We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7 Resources

- 7.1** We keep resources for PSHE and citizenship in a central store in topic boxes for each unit of work. We have additional resources in the library.

7.2 Long term and medium term plans for Y1-6 can be found on the school server which covers the three core themes; Health and Wellbeing, Relationships, Living in the Wider World.

8 Monitoring and review

8.1 The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, 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 subject leader is also responsible for giving the headteacher an annual summary report, evaluating 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.

Reviewed, September 2024

Next review, September 2025

H.Bentley