



PSHE and citizenship Policy

Person responsible: Head teacher
Ratified by the governing body: Spring 18
Date for review: Spring 21

A handwritten signature in black ink, appearing to read 'Anne-Marie Renshaw', is positioned below the text.

Reverend Anne-Marie Renshaw
Chair of Governors

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP POLICY

Aims and Objectives

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. They explore British values and what these values are through this programme of study. 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.

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

- Know and understand a healthy lifestyle;
- Understand their own identity and others and appreciate that identity consists of many factors.
- Recognise stereotypes
- 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;
- 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.

PSHE is no longer a statutory subject in the national curriculum but the guidance states that: 'Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.' Through our whole school growth mind-set approach, pupils are encouraged to welcome challenges, become resilient and willing to persevere and to develop self-reflective skills. Their emotional well-being is developed through this and our interventions such as the zones of regulation which develop children's emotional literacy.

Teaching and Learning

We use a range of teaching and learning styles to meet the PSHCE requirements of the National Curriculum as set out in the National Curriculum Framework and supplementary guidance. 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 (such as an assembly or fundraising event), 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 listen to and discuss ideas with visiting speakers, such as health workers, police, and local charities, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship Curriculum Planning

We teach PSHE and citizenship in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHCE as a discrete subject. On other occasions we introduce PSHCE topics through teaching in other subjects. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHCE we deliver a considerable amount of the PSHCE curriculum through our religious education lessons.

We also develop PSHCE through various activities and whole-school events, for example the school council representatives meet regularly to discuss school matters. We offer a residential visit for year 5/ 6, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

Our long term PSHCE plan details the specific PSHCE content within the curriculum as well as through school events, visitors and visits.

Equality of Opportunity

Within the teaching of PSHCE, we aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the PSHCE curriculum.

Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

Our key curriculum drivers which underpin our curriculum teaching and learning are Resilience, risk taking and collaborative work.

Assessment for Learning

Our teachers assess the children's work in PSHCE both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done. This informs future work and forms part of our reporting to parents.

Monitoring and Review

The PSHCE Leader is responsible, along with the Headteacher, for monitoring the PSHCE provision within the school.

They will:

- Support colleagues, where the need exists, in their development of planning, the implementation of the curriculum, assessment and record keeping activities;
- Review and update an inventory of resources;
- Ensure staff are aware of the resources available;
- Monitor work throughout the school including planning, teaching and learning, assessment and use of resources in line with the School Development and Monitoring Plan;
- Arrange staff training as the need arises with the CPD Manager;
- Liaise with outside agencies, when appropriate;
- Remain up-to-date with new developments
- Report to the Senior Management Team / Governing Body, when requested.

Resourcing

The PSHCE Leader is responsible for organising and reviewing resources for PSHCE, ensuring that staff are aware of new resources and initiatives.

The PSHE association provides a good range of resources and ideas to support schools