



## **Personal, Social & Health Education (PSHE) & Citizenship**

### Introduction

This policy has been informed by the National Curriculum non statutory guidance.

### Aims for the Curriculum

- The curriculum aims to give each child the opportunity to develop his/her full academic potential in a caring environment.
- The curriculum aims to promote the children's spiritual, moral, social and cultural development and equip them to become confident and responsible members of society.

### **Rationale**

#### The importance of Personal Social and Health Education and Citizenship

Personal Social and Health Education (PSHE) and Citizenship helps to give our pupils the knowledge skills and understanding they need to become healthy independent members of society and prepares them for opportunities, responsibilities and experiences of adult life. 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 develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience democracy, and that they develop an understanding of traditional British values, including the rule of law. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

#### The Framework for PSHE

The knowledge, skills and understanding will be taught in 4 interrelated sections:

1. Developing confidence and understanding and making the most of pupils abilities
2. Preparing to play an active role as citizens.
3. Developing a healthy safer lifestyle
4. Developing good relationships and respecting the differences between people

### The Framework for Citizenship

This comprises 3 interrelated strands:

- 1 Social and moral responsibility
- 2 Community involvement
- 3 Political literacy

### Forms of Curricular Provision

PSHE and Citizenship at Witham St Hughs Academy is delivered within a whole school approach which includes:

- Discrete curricular time
- Through R.E and other curriculum areas
- Through activities and whole school events
- Through the school council
- Through assemblies.

### Teaching and Learning Styles

We use a range of teaching and learning styles. We place an emphasis on active learning through:

- discussions,
- investigations
- problem solving
- practical activities that promote active citizenship e.g charity fundraising, the planning of a school special events such as an assembly
- conflict resolution
- climate building and ground rules
- circle time
- drama and role play

### Early Years Foundation Stage

We teach PSHE and Citizenship in Reception classes as an integral part of the work covered throughout the year. As the Reception class is part of the Foundation stage of the National Curriculum we set the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals. Our teaching in PSHE and Citizenship matches the aims of developing a child's personal, emotional and social development as set out in the Early learning Goals. We also support citizenship education in Reception classes when we teach "How to develop a child's knowledge and understanding of the world".

### Teaching PSHE and Citizenship to children with special educational needs

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 targets set for the children in their EHCPs.

### Assessment and Recording and Reporting

Assessment is not a judgement on the worth, personality or value of an individual child or their family. A record of the child's progress is kept to provide evidence for reports to parent that include their child's awareness of topical events, exercise of responsibility and contribution to school life.

In PSHE and Citizenship we consider two broad areas for assessment:

Children's knowledge and understanding e.g information on health, understanding of rules and the meaning of ideas including democracy

How well the children can use their knowledge and understanding in developing skills and attitudes for example through participation in discussions, managing conflict and promoting positive relationships.

### The Role of the PSHE and Citizenship Subject Leader

The subject leader will:

- Raise awareness amongst all staff of their contribution to the pupil's personal and social development and agree overall aims, objectives and priorities
- Establish a shared view of best practice to which all pupils are entitled
- Lead policy development
- Agree the main priorities for the pupils' personal and social development and identify the major opportunities for meeting these priorities across the curriculum
- Provide appropriate support and training for staff
- Monitor and evaluate the programme, including use of outside agencies and pupils' response to the programme
- Carry out a continuous process of review and development of the programme as part of the annual review cycle of school improvement
- Attend relevant LA courses and network meetings.
- Order and monitor resources

### Handling Sensitive and Controversial Issues

Sensitive and controversial issues such as sex, drugs, racism religion and politics will arise in PSHE and Citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of PSHE and Citizenship is to enable children to address sensitive and controversial issues directly in a balanced and safe environment. The school believes that individual teachers must use their skill and discretion in these situations. Questions do not have to be answered directly and can be addressed later.

Staff will be supported by the PSHE Subject Leader and Head of School, and will receive training so they are able to deal with sensitive and controversial issues.

### Consultation Process

The policy was written by the PSHE Subject Leader in consultation with the Governors, Head of School and staff.

### Use of Visitors

We are keen to involve community based agencies e.g the police, drug services, theatre in education groups etc in order to accelerate the development of programmes and policies.

All community based agencies who plan to visit to provide curriculum support will speak with a member of staff to discuss the planned visit to ensure that the visit:

- Will be in keeping with the schools aims, ethos and policies and help meet the requirements of the curriculum
- Will involve the children actively and communicate at appropriate levels for the age group concerned
- Will make clear to children who they are, who they represent and what they are offering to the children
- Be communicated through an open approach avoiding any hidden agenda to convert young people

Prior to agencies attending the school relevant staff ensure that:

- Checks have been made with the LA
- Their input is integrated within a planned programme
- School/class background information has been issued
- Resources have been discussed for suitability

### Healthy Schools Initiative

At Poplar Farm Primary School we work towards maintaining and improving our provision in relation to the Healthy School standard. Our PSHE and Citizenship Policy supports and underpins our work with respect to this standard.

### **Other Related Policies:**

Sex and Relationship Education  
Drug Education  
Child protection  
Equal Opportunities  
Inclusion  
Behaviour and Discipline Policy  
Health and safety  
Anti-Bullying  
Assessment Recording and Reporting

### Monitoring and Evaluation

The Headteacher and the PSHE Coordinator will monitor the planning, teaching and learning of PSHE. Planning will be monitored termly and observations of teaching will be take place in accordance with the school's monitoring cycle. Feedback will be given to teachers. The scheme of work and policy will be reviewed according to the review cycle as identified in the School Improvement Plan (SIP).

## Poplar Farm School **PSHE & Citizenship Policy**

### Dissemination

The policy has been agreed by and distributed to all staff, and has been approved and ratified by the Governing Body.

### Staff Development and Training

Staff will be given regular opportunities to develop their thinking and skills in the delivery of PSHE and Citizenship through:

- Staff meetings
- In Service Training
- LA courses

**Published:** March 2018

**Review Date:** March 2020

