

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

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 election and membership opportunities provided through the ECO Schools, Healthy Promoting Schools (HPS), and School Council Programmes.

Aims

The aims of PSHE 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 regardless of race, gender and mental and physical disability
- ◆ 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
- ◆ Recognise their own emotions and how to deal with them appropriately

Framework

PSHE and Citizenship in our school will follow the Framework for PSHE and Citizenship, given as non statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies but mainly using SEAL guidance. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances), ECO Schools and School Council, which provide links with parents and members of the outside community.

A whole school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy and Race Equality Policy.

In following the framework our pupils will be taught the four key components of PSHE knowledge, skills and understanding:

- 1 - Developing confidence and responsibility and making the most of their 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.

Learning and Teaching

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem solving activities. PSHE and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- ◆ • There will be a regular specific curriculum session, in order to develop themes and share ideas e.g. circle time.
- ◆ • Opportunities will be found within other curriculum areas eg links with drama and role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- ◆ • Activities will be provided as group, class or school events and initiatives eg community projects, school productions, assemblies for parents and friends, celebration assembly, May Day and annual residential trips for the Years 4 and 6 pupils.
- ◆ • At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment and to talk through any social problems with the year 6 'Peace Patrol'.
- ◆ • In the Foundation Stage of the national curriculum PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.
- ◆ • Much of the curriculum is delivered through oral and practical activities.

Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD Roms, internet, specific adults e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

School Council

The School Council was set up in 2001. It is made up of a pupil from each year 2-5 class and two pupils from each year 6 class (a boy and a girl). The school council representatives are elected by the children in their class, following an indication of their willingness to serve in this capability. Some of the older juniors write speeches at home to deliver to the class to tell them why the class should vote for them. Thus teaching how the democratic process works.

It has been working strongly to improve issues such as the school rules, playground resources, friendship benches and fund raising as well as being asked their opinions on how effectively different aspects of the school is run. At every meeting, as well as discussing the current issue, the children will have a chance to raise any issues which they feel are important to the children in the school. All pupils from year 2 upwards have an opportunity to voice their ideas via the school council current topic posters in their classroom, the suggestion box (in the library) and through moodle. The issues discussed at the school council meeting are then discussed with the Head teacher and other appropriate members of staff.

Special Needs

We teach PSHE and Citizenship to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Resources

A range of resources are available to assist with supporting and enhancing learning in PSHE. SEAL documents and other published materials are used as a basis of teaching PSHE – these are modified and adapted as appropriate.

Health Promoting Schools Award (the National Healthy School Standard)

We recognise the Health Promoting Schools Award as an effective vehicle to promote PSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense.

Our school is working with local partners and agencies to develop PSHE and Citizenship, including emotional health, sex and relationship education, drug education, safety, healthy eating and physical activity. We are registered to the West Sussex Health Promoting Schools Award which is accredited under the National Healthy School Standard.

Assessment, Recording and Reporting

Teachers assess the children's work 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. We keep records of the contribution to the life of the school and community in photograph and video form. An achievement and attitude mark relating to PSHE and Citizenship will be included in the annual report to parents on pupils' progress.

Monitoring and Review

The Head Teacher and PSHE co-ordinator is responsible for monitoring the standards of children's work and the quality of learning and teaching. The Co-ordinator supports colleagues in the teaching of PSHE and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle.