



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

(See also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Anti-Bullying, e-safety, Sex and Relationship Education)

This policy represents the agreed principles for the teaching of PSHE and Citizenship Education throughout the school. This policy has been agreed by governors within the school and all teachers representing the Early Years Foundation Stage, Key Stage 1 and Key stage 2.

### **School aims**

Our school community (children, staff, parents and governors) aims to:

- Learn and grow together within a safe, caring and happy environment;
- Continually encourage achievement in all aspects of school life;
- Motivate all children with a broad and challenging curriculum;
- Treat everyone with honesty and respect;
- Ensure opportunities for all.

### **Aims and objectives for PSHE Education**

We believe that 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 and empowerment of 'pupil voice' in school through membership and contribution to School Council as well as leadership roles such as Prefects and House Captains (Year 6). We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

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.

### **The National Healthy School Standard**

We are accredited with the 'National Healthy School Standard Award' and continue to participate in this initiative, which promotes PSHCE education. As participants in this scheme we:

- consult with parents on matters of PSHCE education policy;

- train and support all our teachers to teach sex and drugs education in Years 5 and 6;
- listen to the views of children in our school regarding PSHCE, drugs and sex education;
- look to find ways to develop the role of School Council as a 'leadership voice' of the school;
- look positively at any initiatives that support us in providing the best secondary transfer, sex and drugs education teaching programmes that we can effectively and sensitively implement.

### **PSHE and Citizenship curriculum planning**

We teach PSHE and Citizenship in a variety of ways, in a cross curricular manner and also as part of a discrete timetabled aspect of the curriculum. Every week, all year groups have either a discrete or cross-curricular PSHCE lesson. A Medium Term Plan is written each half term. Where relevant, 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.

Our timetabled teaching of PSCHE, is based on the National Curriculum Key Stage 1 and 2 Programmes of Study and the three core themes; Health and Wellbeing, Relationships and The Wider World. We use The Christopher Winter Project to teach SRE from Year 1 to 6. These schemes of work ensure appropriate coverage/breadth and progression of themes across and between Key Stages.

We also develop PSHE and Citizenship through activities and whole-school events. Shepherd Primary School strives to promote leadership for all. For example School Council representatives from each class (Years 1 – 6) meet regularly with a member of the Senior Leadership Team, with responsibility to support School Council, to discuss school matters. Year 6 pupils are elected by staff each term to become prefects. The Prefect role involves leading school events, working as peer mentors to children in lower years and taking on office roles at lunchtimes. We also lead an annual residential school journey for Year 6 pupils to PGL, Devon where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. In this way, Year 6 pupils are able to bond together and their collective experiences can be drawn upon during their studies across the ensuing academic year.

Within the teaching of PSHCE, we also seek to promote our school core values, upon which our school aims are based – see first section of this policy. The school focuses upon twelve core values, which the whole school community has agreed upon after a period of consultation. Alongside assemblies, RE and PSCHE lessons, teaching will regularly seek to promote the 'core value of the term'. These core values are arranged to be taught according to a 'rolling programme'.

### **Teaching and Learning style**

We use the PSHCE curriculum to provide our children with a spiral curriculum that provides them with the opportunities to develop the social and emotional skills that are essential to them. 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 based on 'anti-bullying', 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.

## **Foundation Stage**

We teach PSHE and citizenship in our Early Years setting as an integral part of the EYFS (Early Years Foundation Stage) curriculum. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Years Foundation Stage Framework 2014. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development linked to the four principle themes of the EYFS

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

We also support Citizenship education when we teach 'how to develop a child's knowledge and understanding of the world'.

## **PSHE and Citizenship and inclusion**

At Shepherd Primary School we teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship teaching forms part of our school curriculum policy to provide a broad and balanced education for all children where 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 School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE and Citizenship.

For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. 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, a charity fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **PSHE and citizenship and ICT**

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet. The school incorporates Esafety lessons into the ICT scheme of work and all teachers promote a set of 'Smile and Stay safe' internet safety rules with all pupils. These are a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around

the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

### **Assessment and recording**

Teachers assess children's work by making informal judgements as they observe them during lessons and by carrying out formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum and key skills. We have clear expectations of what the pupils will know, understand and be able to do at the end of each phase.

Assessments are recorded at the end of each term and saved electronically on the school shared drive (Tdrive). Teachers report these achievements to parents within the biannual written report to parents.

### **Resources**

We keep resources for PSHE and Citizenship mainly in the school library. Our PSHE and Citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

### **Sustainability**

Through our work towards the Sustainable Schools Award, Shepherd Primary School is committed to being environmentally sustainable and educating our children and wider school community about sustainability for the future.

In moving towards being sustainable, we are attempting to reduce our ecological footprint or to tread more lightly on the Earth. This equates to reducing the amount of resources we use and buy, the waste we produce and the emissions we produce.

Class teachers plan to teach children about sustainability issues, through the teaching of PSHCE, where appropriate and relevant.

### **Monitoring and review**

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 setting out actions for developing the subject each term and 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 her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

This policy is monitored by the governing body, and will be reviewed in 2 years, or earlier if necessary.