

Panshanger Primary School
Policy for Personal, Social and Health Education (P.S.H.E.) and Citizenship

Introduction

In order for children to take their place in society as they grow up, it is important to provide not only for their academic development but also for their personal and social development, including an understanding of health issues.

This policy for PSHE and Citizenship lies within the context of the following School Aims:

- To realise each child's full potential by providing a wide range of learning opportunities for academic, social, emotional, moral, spiritual, cultural, and physical development;
- To provide a broad and balanced curriculum appropriate to the children's needs, and in accordance with the Early Learning Goals and the National Curriculum;
- To develop self-discipline and mutual respect for all members of the school and the wider community and encourage a caring, thoughtful attitude towards others;
- To raise self-esteem and confidence by helping each child to gain a sense of achievement and to take a pride in that achievement;
- To foster a sense of responsibility for the environment and develop skills that the children will need in order to be active citizens able to take their place in the wider world.

Aim

Through our work on PSHE our aim is to enable children to become healthy, independent and responsible members of society.

This will be achieved by:

- encouraging pupils to play a positive role in contributing to the life of the school and the wider community.
- maintaining a safe and secure school environment which is conducive to learning and achievement;
- creating a supportive school ethos where all are valued;
- maintaining positive relationships;
- showing and expecting respect for all;
- building up children's self-esteem and sense of self-worth;
- teaching children about rights and responsibilities;
- helping children to know and understand what constitutes a healthy lifestyle;
- developing children's awareness of safety issues;
- adopting a whole school approach which plans and co-ordinates provision through discrete PSHE teaching as well as through other subjects.

The PSHE Curriculum

Opportunities exist throughout the curriculum for promoting pupils' personal, social and emotional development. The school has identified an entitlement for pupils throughout their school career and opportunities for enrichment within the curriculum.

In our school we promote PSHE through:

- A whole school approach to behaviour
- Golden Rules drawn up by the children and linked to 'Golden Time'
- The use of Year 6 children as monitors for the younger children
- Pastoral times
- Sharing / show and tell opportunities in class
- Assemblies
- Circle time

- Outside visitors
- Other experiences such as school productions and visits
- Residential visits
- Sports and team activities
- Exploring healthy lifestyles and environmental aspects through the curriculum and a range of clubs
- Buddy groups
- Recognition system for attitude
- The School Council
- Mini-enterprise and fundraising
- The Eco Council

The school's developing scheme of work has been informed by the guidance published by the local education authority, the QCA schemes of work for Citizenship and PSHE and the National Curriculum non-statutory guidance.

Teaching and learning style

Various teaching and learning styles are employed such as discussions, investigations and problem solving. The children are encouraged to take part in a range of practical activities that promote active citizenship such as charity fundraising, the planning of school special events such as the annual children's fair, or involvement in an activity to help other individuals or groups less fortunate than themselves. Children are encouraged to set agreed rules of classroom behaviour and to participate in discussion to resolve conflicts. Opportunities are provided for the children to hear visiting speakers, such as health workers, police, and representatives from different faith groups, who are invited into school to talk about their positive and supportive roles in the local community. The children also have regular opportunities to talk to Governors.

Clear learning objectives, which may be covered discretely or through other planned areas of the curriculum, are set out in teachers' weekly plans. Circle time activities and drugs education are examples of discrete PSHE teaching. Eating a balanced diet and keeping healthy is covered within a wider science topic; exploring roles and responsibilities for local environmental issues is covered within a wider local geography study. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, a considerable amount of PSHE and citizenship is covered through religious education lessons. In the Foundation Stage, PSHE and citizenship are taught as part of the topic work and circle time. The learning objectives are set out in the Early Years Foundation Stage curriculum.

A programme of activities to address PSHE has been developed and there is a weekly recognition award adapted to the suit different age groups. A representative in each class is nominated by their peers/ adults for the recognition of their attitude throughout the week.

Residential visits are offered to older pupils. During these visits there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills within a 'mini community'.

Inclusion and Special Educational Needs

It is our intention that all children will have equal opportunity to take part in a programme of personal, social and health education at a level which is appropriate for their age and development, with differentiated provision if required. Teachers are sensitive to children's varying needs and class organisation, teaching materials, teaching style and approaches are adapted to ensure that all can have full access to the activities and experiences set out in the curriculum.

Assessment

Children are given opportunities for self-assessment and peer-assessment at the end of a lesson or unit of work and formative assessment is used by teachers to inform lesson planning. Summative assessments are made at the end of the year skills in terms of:

- ✓ attitudes to learning - *enjoyment and engagement, independence, using resources*
- ✓ self-esteem - *valuing self, self-influencing/being influenced by others, relating to social code*
- ✓ relationships *respecting the needs of others, forming relationships with others, co-operation with others*
- ✓ perseverance - *identifying the task, completing the task and doing a good job, evaluating and checking work*

Monitoring and review

The Effectiveness Committee of the Governing Body monitors and evaluates this policy as part of the on-going review cycle .

Related Policies: Drugs Education Policy
 Child Protection Policy
 Whole School Behaviour
 Health and Safety Policy
 Racial Equality Policy
 Sex and Relationships Policy
 Sustainability Policy

Related Documents: British Values
 Herts SOW

Reviewed & amended: September 2016

Next review: September 2020