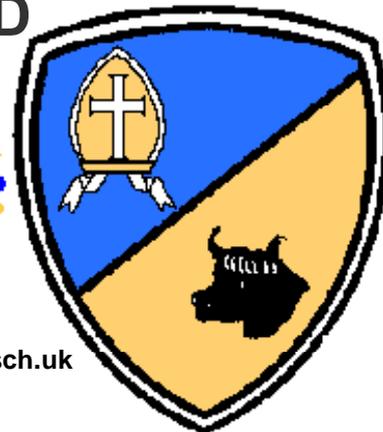


# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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

(See also Anti-Bullying, Discipline, Drug education, Health, Safety and Welfare, and Sex and Relationships Policies).

**Date of Policy:** 2010

**Review date:** 2016

### 1 ***Aims and objectives***

1.1 Personal, social and health education (PSHE) and citizenship encourages children to become healthy, independent and responsible members of society. We provide opportunities for our pupils to play a positive role in contributing to the Christian ethos 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 in Key Stage Two the children experience the process of democracy in school through the school council and within Year 6. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

1.2 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.

### 2 ***Teaching and learning style***

2.1 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 or open evening, 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.

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

- 3.1 We teach PSHE and Citizenship in a variety of ways and in some instances, e.g. drugs education we teach as a discrete subject.
- 3.2 Some of the time 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. We also follow the SEAL curriculum within PSHE and Citizenship and this links with our school collective worship themes.
- 3.3 We also develop PSHE and Citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer residential visits to Outdoor Education Centres in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

### **4 *Early Years Foundation Stage***

- 4.1 We teach PSHE and Citizenship in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support Citizenship education in the reception class through exploring some of the ELGs in the 'Knowledge and Understanding of the World' area of learning.

### **5 *Teaching PSHE and citizenship to children with special educational needs***

- 5.1 At our school we teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship forms part of the school's philosophy to provide a broad and balanced education for all children. Through our PSHE and Citizenship teaching 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 within PSHE and Citizenship allows us to consider each child's attainment and progress in gaining knowledge and understanding and how well they use these in developing skills and attitudes.

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, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. As a Dyslexia Friendly School, we use a variety of strategies to ensure 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 areas within PSHE and Citizenship.

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, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 6 **Equal opportunities/ Inclusion**

At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential throughout the school, regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

## 7 **Assessment and recording**

- 7.1 Teachers assess the children's work in PSHE and Citizenship at the end of each unit of work. They do this by making informal judgements as they observe the children during lessons and mark their work. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.
- 7.2 We do not set formal tests in PSHE and Citizenship. The assessments that we make of pupil achievement show us which children need further support within a particular unit of work and highlight areas of work which need further development. Children assess their own learning by completing an end of unit assessment sheet.

## 8 **Resources**

- 8.1 We do have some specific resources for PSHE and C but also utilize resources from other curriculum areas when necessary e.g. science, geography etc. Other resources are purchased as required.

## 9 **Professional Development**

- 9.1 All staff have access to the Local Authority training. Staff identify their own professional development needs through our appraisal system and the subject leader identifies any school training issues.

## 10 **Monitoring and review**

- 10.1 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.

Signed:

Date:

