



PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP (PSHE) POLICY

1. INTRODUCTION

This policy has been produced in response to the National Curriculum Framework for PSHE and Citizenship. PSHE stands for personal, social and health education. Personal and social development is the outcome of PSHE. Successful PSHE and citizenship education is achieved through a variety of forms including discrete Curriculum time, through and in other subjects'/curriculum areas, activities and school events.

PSHE reflects the school's aims and ethos and encourages respect for other people, paying regard to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, religion or belief, sex and sexual orientation.

We recognise that a combination of these is needed for a whole school approach.

Due to the diverse nature of PSHE and citizenship, this policy should be read in conjunction with the schools' policies on sex & relationships, health and safety policy, safeguarding and child protection, inclusion, bullying, RE, Rewards and sanctions, school trips and Physical Education policy.

2. AIMS

Schools are required to promote the personal and social development of their pupils.

This is embodied in section 1 of the Education Reform Act which says that the curriculum should:

- Be balanced and broadly based.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Provide opportunities for all children to learn and to achieve.

This is achieved through personal, social, health and citizenship education.

3. OBJECTIVES

1. To reflect the school's aims and ethos
2. To establish opportunities for increased pupil involvement in the life of the school.
3. To help our children to develop self-confidence and a feeling of worth.
4. To encourage our children to make healthy, informed choices about their lives.
5. To help pupils identify ways of responding to peer group pressure.



6. To encourage respect for one another and not to discriminate against the 9 protected characteristics: age, sex, sexual orientation, gender reassignment, race, disability, religion and beliefs, marriage/civil partnership and pregnancy/maternity.
7. To develop a caring and considerate attitude towards themselves and others.
8. To develop a caring attitude to the environment.
9. To help our pupils to understand and manage their feelings.
10. To understand how society works Rights and responsibilities.

4. ROLES AND RESPONSIBILITIES

All members of the school community, including children, need to be involved in the development of the school's PSHE & Citizenship curriculum. It is the responsibility of the Senior Leadership team to identify a member of staff to lead and coordinate the process and support the implementation of the resulting provision.

It is the responsibility of the Head Teacher to allocate sufficient funding and facilitate the implementation of the curriculum. It is the responsibility of the class teacher to monitor and maintain sufficient resources so that the curriculum can be delivered effectively.

Pupil Entitlement

- Individual, peer group, collaborative group work.
- Discussion and role-play.
- Involvement in a range of problem solving activities.
- Preparation and presentation of tasks for different audiences.
- Positive self-assessment.
- Positive marking, with verbal or written comments.

Implementation

Class Teachers will be involved in the teaching of P.S.H.E. and Citizenship which will be done in a thematic way across the Key Stages.

As there is a large overlap between the programmes of study for R.E. and the aims of PSHE part of the PSHE curriculum will be delivered through RE lessons.

Social Development and Citizenship will be taught:

- Through separately timetabled time for PSHE and Citizenship
- In circle time sessions
- Through Pastoral Care groups
- In combination with other subjects, and in literacy and numeracy



Provision for P.S.H.E. and Citizenship will also be provided during Assemblies, Extra Curricular Activities, visits, visitors, School Council meetings, playtimes and special events in the school.

Planning

- Clear, consistent frameworks of values in which to work supported and agreed by all.
- Supportive relationships between teachers and pupils, pupil and pupil.
- A classroom climate which encourages all to explore, and encourage a high level of interest.
- Opportunities for development outside the classroom situation through responsibilities, extracurricular activities, educational visits etc.

Assessment

There are no statutory requirements for end of key stage teacher assessment in PSHE & Citizenship. Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHE & Citizenship framework.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines. Assessments should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgmental.

Inclusion

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable challenges.

Class Teachers should use a variety of techniques to include less able and gifted and able children.

Teachers will make every effort to try to adapt each lesson to include children with all the different learning styles. (See Inclusion Policy)

Teaching Strategies and Methodologies

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all children. The scheme of work emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.



5. CROSS CURRICULUR LINKS

Subjects such as English, History, Geography and RE provide opportunities for children to:

- use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- See the diversity of human experience and understand more about themselves as individuals and members of society.
- Understand that people involved in the same historical event had different experiences and views and developed a variety of different stories versions and interpretations.
- Challenge stereotypical views of countries and understand that all economic development takes place within a global context
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.

Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others. We teach our children that discrimination will not be tolerated within our school and we actively teach respect and tolerance, with regards to British values.

All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds, that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made.

To ensure progression and a spiral curriculum, we will use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. Jigsaw (<https://www.jigsawpshe.com/>) covers all areas of PSHE for the primary phase including statutory Relationships Education. The learning themes, which are split into six Puzzles (units), will be taught across the school; the learning deepens and broadens every year.

6. HEALTH AND SAFETY

L.E.A. Guidelines along with the School Health and Safety Policy will be followed where appropriate for the Health and Safety of our children.

Policy established and agreed:	April 2011
Policy review cycle:	Annual
Policy Reviewed:	September 2022
Date of next review:	September 2023
Member of staff responsible for the policy:	Mrs. Laura Okwesa (PSHE/ RE subject Leader)