

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

This policy is a whole school policy including EYFS

1 Aims and objectives

1.1 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 school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. Through the Springmead Way with statements combined with the Virtue Program we teach children how to become their 'best-self'.

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.
- prepare for the opportunities, responsibilities and experiences of life in British Society.
- develop and attitude of inclusivity in line with the Equality Act 2010.
- become their 'best-self' through the positive promotion of the Springmead Way statements:
 - Treat others as you would be treated
 - Forgive
 - Share
 - Be Honest
 - Listen
 - Be Kind and Helpful
 - Be Respectful
 - Do your best to be your best self

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 through the 2014 National Curriculum as well as using PSHE Programme of Study with three core themes that overlap:
1. Health and Well being
 2. Relationships
 3. Living in the Wider World

Our curriculum, in line with statutory guidance, ensures children are taught about safeguarding, including online, through teaching and learning opportunities, as part of their broad and balanced curriculum

- 3.2** Some of the time we introduce PSHE and citizenship through other subjects, for example, 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 routes. There is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship.
- 3.3** We develop PSHE and citizenship through activities and whole-school events, for example Charity week. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and give them opportunities to develop leadership and co-operative skills.
- 3.4** All children and staff receive online safety training through our computing curriculum. Children sign their names each 90 days to show their understanding of staying safe on the internet and not sharing passwords. Once a year the whole school takes part in an online safety awareness day.
- 3.5** In preparing children for the opportunities, responsibilities and experiences of life

in British Society we consider fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We find opportunities through the weekly virtue programme, current affairs assemblies, the curriculum and through enrichment opportunities, for example a mock election running concurrently with the general election in May 2015.

3.6 We encourage our children develop an understanding that everyone is equal and should be equally respected irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion.

3.6 All subjects contribute to many aspects of the themed curriculum of which music plays an important part.

3.7 We provide an economics educational opportunities to prepare children for a responsible role in society, this includes curricular and extra-curricular activities, for example fundraising and our Christmas Gift Shop.

3.8 We follow Building Learning Power programme in order to develop resilience, reciprocity, resourcefulness and reflectiveness in our learners.

4 Early Years Foundation Stage

4.1 We teach PSHE and citizenship in reception and nursery classes as an integral part of the theme work covered during the year. We relate the PSHE and citizenship to the objectives set out in the Early Years Foundation Stage Curriculum. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

4.2 Where relevant PSHE is taught through the themed curriculum. It is also taught in response to specific issues that arise, for example friendships, class discussions and circle times.

5 Teaching PSHE and citizenship to children with special needs and disabilities

5.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and citizenship we take into account the targets set for the children.

6 Assessment and recording

6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal

assessments of 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.

- 6.2** Teachers record the achievements of pupils in PSHE and report these achievements to parents each year.
- 6.3** We do not set formal tests in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7 Resources

- 7.1** A variety of resources linked with our virtues programme to teach PSHE. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues, for example we use the NSPCC resources to teach about safeguarding.

8 Monitoring and review

The role of the subject leader is to:

- provide a strategic lead for the subject with the aim of improving standards;
- offer support and advice to colleagues on the subject;
- monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through leveling and scrutinizing work;
- review the way the subject is taught at the school and plan for improvement;
- understand current standards in the subject across the school and how this compares to expected targets;
- plan how we are going to improve standards in conjunction with staff and principals;
- provide efficient resource management for the subject;
- review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned in each year group across the school;
- to keep up to date with the developments in the subject at both national and local level;
- keep detailed information on their subject in a subject leader file;
- work with the principal to produce a development plan for the subject which links the whole school objectives;
- review policy annually

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

Springmead School

Date: 3/1/19

Review period: 12 months

- 8.1** This policy is the principal's ongoing responsibility and reviewing its effectiveness annually in consultation with the staff.

Signed:

Date: