



PSHE and Citizenship Policy

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Bealings School

PSHE and Citizenship Policy

NOTE: Due to the diverse nature of PSHE and Citizenship this policy should be read in conjunction with the policies on health and safety, drugs education, drug related incident, sex and relationships education, lunchtime rules, school trips, multicultural and anti-racist education, child protection, RE, behaviour and discipline and PE.

Introduction –

This policy has been devised through discussions between all members of the teaching staff, and then through consultation with support staff and members of the Governing Body.

The policy has been written in line with the school's aims and with reference to the National Curriculum 2013 and LEA frameworks.

Through the development and implementation of this policy we will be able to create an environment in which the children can confidently express their own views and aspirations and appreciate the world around them.

General Aims –

Personal, social and health education (PSHE) and citizenship enable 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 and in the Eco Schools project. We have just embarked on acquiring Healthy Schools status, which will also involve the children. We also teach them about rights and responsibilities.

Across the curriculum they will learn to appreciate what it means to be a positive member of a diverse multicultural society through visitors and links with other schools.

The aims of personal, social, health and citizenship education 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, their families and the wider community.

Objectives –

The school ethos is to help children recognise the need for positive behaviour towards others and develop their appreciation of the environment around them. The school encourages children to work together and develop a caring attitude.

The school promotes environmental awareness through the curriculum and the Eco Schools project and encourages decision making within the School Council. The school has just begun to work towards gaining Healthy Schools status, which will draw these strands together and involve ongoing collaboration between, all stakeholders and the wider community.

The school seeks to introduce children to people who are in the world of work such as the service industry, business and manufacturing.

A trained teaching assistant has special responsibility for pupil welfare through working with new children, having a system where pupils wanting to talk about issues can see her, and leading nurture groups in our 'Front Room', alongside the Special Educational Needs Co-ordinator.

Resources –

These are held by the staff using them, in classrooms, for each unit of work. We have additional resources in the library. Our PSHE and Citizenship co-ordinator holds a selection of materials for teaching sensitive issues and Working Together With Parents workshop materials.

The PSHE coordinator has an allocated budget to spend on resources and training.

- Most teaching staff in KS1 have received training to implement the Kesby scheme which is one of their main resources. Most staff across the school have received training to deliver Sex and Relationship and Drugs Workshops as part of Working Together With Parents.
- Parachute for whole school use.
- Various videos/DVDs.
- QCA framework for citizenship.
- Suffolk County framework for PSHE
- S. E. A. L. materials to support the social and emotional aspects of learning.
- Links have been made with visitors – e.g. Dental Nurse and PEP officer

Teaching & Learning Styles/Methods –

Please refer to the Teaching & Learning Policy, Equal Opportunity & Race Equality Policies, which will be used where appropriate to support the provision of PSHE.

We use a range of teaching and learning styles to meet the requirements of the National Curriculum through the Q.C.A. guidelines. 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 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 speakers, such as health workers, police, and representatives from different faiths and cultures who talk about their role in creating a positive and supportive community.

We teach PSHE and citizenship in a variety of ways. It is taught as a discrete subject to deliver the minimum 18hours per year by QCA. It is also taught 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 areas. [There are similarities between the programme of study for religious education and the aims of PSHE and Citizenship, we deliver a considerable amount of the PSHE and Citizenship curriculum in parallel with our religious education lessons.] We also develop PSHE and citizenship through circle time or assemblies and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. The children are also involved in assemblies and the planning of functions for school or fund raising.

Differentiation, Special Needs & Gifted and Talented–

Teachers provide learning opportunities matched to the individual needs of children. When teaching PSHE and citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs).

Teachers also identify the needs of gifted and talented children and provide further development opportunities when appropriate.

Assessment, recording & reporting –

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum. 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.

Assessment should offer the children the opportunity to reflect on their own progress and be responsible for their own target setting. Teachers record the achievements of pupils in PSHE and citizenship using

various forms of assessment in order to establish whether children are meeting the objectives set out within the National Curriculum.

PSHE in the wider school context –

All staff have an allocation of time within their timetable to teach PSHE. Each term they also use circle time to deal with particular issues as and when they arise.

PSHE is taught at specific times and also within a variety of subjects e.g. Literacy, Science, History, Geography etc.

The school will aim to have as many links with as many diverse outside agencies as possible. Assemblies and visits are vehicles that can be used in teaching this subject. All adults inputting into this curriculum area should abide by this policy and any others referred to within it.

Working with parents and families –

PSHE is an important tool for developing equal opportunities, which include race, gender, age and disability. The school will be developing a working group which will be diverse and include all school stakeholders and the wider community.

The school also involves parents and carers directly in the children's education on Drugs, and Sex & Relationships through workshops. They will also be consulted on the implementation of these subjects. See Drugs, and Sex and Relationships Policies.

Role of the Coordinator –

The PSHE and Citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator 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 co-ordinator is also responsible, through the SEF, for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. The co-ordinator will liaise with the subject Governor to discuss developments, issues, policy and the SEF.

This policy will be reviewed by the staff and the co-ordinator.

Links to other school policies –

When reading this document, cross reference must be made with the following policies and practices;

- Equal opportunities
- Sex and Relationships Policy
- Drugs Policy
- Guidance and support
- Behaviour
- SEN.
- Child Protection Policy