

Westmoor Primary School



PSHE and Citizenship Policy November 2017

Agreed by Staff: Autumn 2017

Agreed by Governors: Autumn 2017

Review Date: Autumn 2019

Mrs C Murphy

Policy on PSHE and Citizenship
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(see also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Sex and Relationship Education)

1 Aims and objectives

1.1 We believe that education in PSHE and citizenship enables children in Westmoor Primary School to become healthier, more independent and more 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 to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. The teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

1.2 Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.
- to be aware of what it means to be a citizen in modern Britain.
- to develop the ability to value the differences and uniqueness of everyone

2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, circle time, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote

active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. This will be supported by materials which may require a written or illustrated response by pupils. (SEAL materials)

3 PSHE and citizenship curriculum planning

- 3.1 Children experience PSHE as a spiral curriculum. We teach PSHE and citizenship in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out about recycling and to take part in it themselves. Also, as there is a large overlap 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 through our religious education lessons.
- 3.2 We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to Robinwood Outdoor Activity Centre, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

4 The Foundation Stage

- 4.1 We teach PSHE and citizenship in reception classes as an integral part of the foundation stage curriculum. As the reception class is part of the 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 reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 PSHE and citizenship and ICT

5.1 ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. We have a focussed E safety week to highlight the issues encountered by children. This week aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

6 PSHE and citizenship and inclusion

6.1 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. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs

6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

7 Assessment for learning

7.1 Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done. 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 examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

8 Resources

8.1 We keep resources for PSHE and citizenship in a central store, in topic boxes for each unit of work. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

9.1 The planning and co-ordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

9.2 The quality of teaching and learning in PSHE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

9.3 This policy will be reviewed at least every two years.

Signed:

Date:

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