

Yenton Primary School

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

1. Aims and objectives

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.

The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy life style;
- 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;
- 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

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

We teach PSHE and citizenship in a variety of ways. In some instances e.g. drugs education, we teach PSHE and citizenship as a discrete subject.

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 develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss matters. We offer a residential visit to France 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. Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. 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. Teaching PSHE and citizenship to children with special educational needs

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to 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 against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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. This ensures 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 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, for example, a charity fun-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

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, measured 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.

Teachers record the achievements of pupils in PSHE and citizenship in their mark books. We report these achievements to parents each year.

We encourage our pupils to keep records of their contribution to the life of the school and community in their personal Record of Achievement File.

We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

7. Resources

We keep resources for PSHE and citizenship in a central store in topic boxes for each unit of work. We have additional resources in the library. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

8. Monitoring and Review

8.1. 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. The subject leader is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Basis for developing PSHE and Citizenship Policy

- Handbook for the Inspection of Schools. Ofsted 1993
- Spiritual, Moral, Social and Cultural Development. An Ofsted discussion paper. Ofsted (February 1994).
- Review of the National Curriculum in England - A Framework for PSHE and Citizenship. The Secretary of State's Proposals. Birmingham City Council, Education Service. BASS Circular S2124 (May 1999).
- Good Practice Prompts. SMSC. Birmingham City Council, Education Service BASS Circular S2205 (July 1999).
- Inspecting Schools - The Framework. Ofsted 1999.
- Preparing Young People for Adult Life. A report by the National Advisory Group On Personal, Social and Health Education DFEE (May 1999).
- The Framework for PSHE and Citizenship. Birmingham City Council, Education Service. BASS Circular S2371 (January 2000).
- Benchmarks for Citizenship Education (January 2000).
- Benchmarks for Health Education (January 2000).
- PSHE and Citizenship at KS1 and 2 Initial Guidance QCA.
- Handbook for primary teachers in England DFEE (May 2000).
- Passport - Gulbenkian Foundation (July 2000)
- Developing a global dimension in the school curriculum DFEE (September 2000)
- The National Curriculum (September 2000).

Although the frameworks for PSHE and Citizenship (Key Stages 1 and 2) are not statutory they contain some statutory elements:

- The spiritual, moral, cultural, mental and physical development of pupils and society, and the preparation of pupils for the opportunities, responsibilities and experiences of adult life are required by Section 351 of the 1996 Education Act.
- Aspects of health and sex relationship education are included in the science programmes of study and physical education programme of study.
- Aspects of citizenship education are included in the history and geography programmes of study and syllabuses.
- In all national curriculum subjects, teachers are required to make effective Provision for all pupils.
- Aspects of behavioural and discipline management are required by Section 154 of the 1996 Education Act.

Delivering and Mapping of PSHE and Citizenship

Many of the PSHE and Citizenship strands are implicit within other curriculum areas. The school will use Mapping of PSHE and Citizenship at KS1 and 2 (BASS January 2001) as a recording.

Signed:

Date:

