

Duke Street Primary School



PSHE Policy

Date: January 2016
Next review: January 2019

Personal Social Health Education (PSHE) and Citizenship Policy

1 Aims and objectives

- 1.1 We believe that education in PSHE and citizenship enables children 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.
- 1.2 Our objectives in the teaching of PSHE and citizenship are to:
- know and understand what is meant by a healthy lifestyle;
 - be aware of safety issues;
 - understand what makes for good relationships with others;
 - have respect for other people and show sensitivity towards others;
 - be thoughtful and responsible members of their community and their school;
 - become active members of our democratic society;
 - develop self-confidence and self-esteem;
 - make informed choices regarding personal and social issues;
 - develop good relationships with other members of the community.
 - Anti-Bullying and how we should treat other with respect

2 Teaching and learning

- 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, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example 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.

Each class uses a portfolio to record evidence of PSHE sessions, including photos, quotations from the children, pupils work and evidence of circle time.

3 PSHE and citizenship curriculum planning

- 3.1 We organise the PSHE and citizenship curriculum in a variety of ways. We use the Lancashire Scheme as the basis for our curriculum. However, we are flexible in the way this is delivered. Sometimes, for example 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 who is responsible for the maintenance and upkeep of local parks and cycle paths. 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. For example, the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to PGL, 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 Early Years Foundation Stage

- 4.1 We teach PSHE and citizenship in reception classes as an integral part of our topic work. As the reception class is part of the Early Years Foundation we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) particularly the area of learning focused on a child's personal and social development. 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. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme 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. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their Individual Learning Plans (ILPs), some of which may be directly related to PSHE and citizenship targets.
- 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

- 7.1 Our teachers assess the children's progress in PSHE and citizenship by observing their participation in class and their relationships with their peers and adults. 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 Our teachers record any appropriate achievement for each pupil, such as their contribution to the life of the class or the school, in their annual report these achievements to parents and carers each year.
- 7.3 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 draw upon nationally produced material to support our work in PSHE and citizenship. For example, we make extensive use of the material produced by the Social and Emotional Aspects of Learning (SEAL) programme. We keep the resources for PSHE and citizenship in a central store, in topic boxes for each unit of work. We have additional resources in the office. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

- 9.1 The planning and coordination 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;
 - Monitoring of PSHE portfolios
 - gives the headteacher an action plan which will be evaluated termly in which the strengths and weaknesses in the subject are evaluated, and areas for further improvement are indicated.
- 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 monitoring and evaluation.
- 9.3 This policy will be reviewed every three years or sooner if necessary.