



Personal, Social, Health and Education and Citizenship Policy

If you require this document in an alternative format please contact office@tssmat.staffs.sch.uk or 01543 472245

Last review date	May 2018
Next Review date	May 2021
Review Cycle	3 Years
Statutory Policy	No
Publication	Website. Sharepoint/Policies

Personal, Social, Health and Education and Citizenship (PHSE) Policy

At The Small Schools Multi Academy Trust we share values and beliefs based on Christian principles in close association with the Anglican tradition and practice of the Church of England.

We believe each person is special and we provide equal opportunities for each individual member of our Trust family to develop to his or her full potential within guidelines of acceptable behaviour and a set of values, which will fit each child for life and the society in which they live. The achievements of each child are celebrated and the family, the School and the whole community is valued and respected.

The aim of the staff and Directors is to create a happy and stimulating learning environment in which children are helped to develop their natural curiosity and academic ability, as well as to learn physical, intellectual, social and aesthetic skills. We aim to foster and nurture the children's spiritual and moral growth and they are encouraged to adopt friendly, caring and considerate attitudes to one another and a respectful, polite manner to adults while, at the same time, developing a sense of self-reliance, self respect and sensitivity to other people around them and in the wider community. We help them to understand and acquire a moral and social code of behaviour to Christian standards.

The education which we provide at TSSMAT contributes to the requirement of the Education Reform Act 1988 that the School Curriculum should:-

- (a) "promote the spiritual, moral, cultural, emotional and physical development of pupils and society"; and
- (b) "prepare such pupils for the opportunities, responsibilities and experiences of adult life".

Our work reflects the National Curriculum requirements for PSHE:

The guidelines state:-

DEPARTMENT FOR EDUCATION GUIDANCE 2013:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice. PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Foundation Stage

Children in the Foundation Stage follow the Foundation profile for PSHE.

Approach to PSHE (planning and organisation)

PSHE and citizenship will be taught overtly and covertly in KS1 and KS2. There is already in place a planned scheme of work for Religious Education that has high expectations of social and moral education, this scheme of work alongside curriculum subjects encompasses many of the PSHE and citizenship guidelines and breadths of study thus this subject will be taught covertly. Where areas have been identified as not being taught or not to the depth required, then PSHE and citizenship would be taught overtly. As teachers we consider:-

1. PSHE and citizenship opportunities arising within the curriculum and how they can link with other subject areas and bodies of knowledge.
2. How we present the teaching of new skills to the children, i.e. group based, paired or at an individual level.
3. PSHE and citizenship in the teaching and learning process throughout the curriculum.
4. How to encourage children to produce work of quality.

Our scheme of work ensures that the guidelines and breadths of study are met. The scheme has been adapted to fit into our mixed age classes. Often year groups have to be missed and to avoid children having to repeat topics, the Trust works on a two-year cycle, Year A and Year B. It is important that the skills presented to pupils help them make progressing in PSHE and citizenship. The sequence of skills should be planned so that there is progression in what is taught, as identified in the PSHE and citizenship guidelines and the development of the child. The Trust, through discussion and subject auditing, has arranged PSHE and citizenship skills, concepts and techniques into a scheme of work based on the guidance material from the DFEE, QLS and the Health Promoting Schools Scheme. These skills, concepts and techniques will form an integral part of the planning and be incorporated into the lessons enabling progression to take place over both key stages. *Please refer to long term and mid term planning sheets for further information.*

Aims and Objectives

Our broad aims are to provide a range of structured and differentiated activities that develop breadth and progression. To develop knowledge and teach skills in order to promote personal, social and health educational and citizenship.

Whole Trust Policy

The PSHE and citizenship curriculum has been developed to ensure it is an integral part of the “whole school” approach to children’s learning. The Personal, Social and Health Education and Citizenship Policy links with the aims and objectives of the sex education, health, combating bullying and Trust behaviour policies.

Confidentiality

Teachers are aware that during the teaching of PSHE and citizenship, they may encounter sensitive issues and that a pupil may wish to confide either at the time or privately. The teachers at TSSMAT would respect the feelings of the pupil and answer questions as fully as they thought suitable for the age

and maturity of the pupil. They would also allow time to talk to a pupil out of teaching time if required; at all times they would respect the child's privacy. However, they are also aware of their responsibilities under the Child Protection Act.

Equal Opportunities

The full range of activities in PSHE and citizenship will be made available to all children, irrespective of race, gender, culture or physical disabilities.

Assessment

Teacher assessment is used to inform future planning and to review children's capability. A variety of methods of assessment are used e.g. discussion and observation. Children are encouraged to make an oral evaluation of their work.

Recording

Recording and reporting will fit in with the Trust policy on this. The yearly reports include a section for comments about personal, social and health education and citizenship. Each Teacher at TSSMAT keeps a PSHE file where evidence and comments are recorded after each PSHE lesson.

Resources

The School has a range of resources and each class teacher is responsible for ensuring their lesson is fully resourced. The PSHE co-ordinator (N.Hiley) also has a range of teachers' reference books and topic specific resources which can be accessed by all staff within TSSMAT.

Special Needs

Any children who are identified as having "special needs" are given the help they require. *Please refer to the School's policy on Special Educational needs for further information.*

Differentiation

A range of approaches will be used and incorporated into our PSHE and Citizenship activities. This will allow all children to develop their potential according to age and ability especially where mixed age classes are being taught.

Dyslexia

TSSMAT is committed to supporting children with Specific Learning Difficulties (SPLD). Staff use a range of teaching strategies and resources in order to develop the Individual.

Currently the Trust has achieved full Dyslexia Friendly School status.

Further help and guidance can be found in the Dyslexia Friendly Handbook.

Role of the Co-ordinator

The co-ordinator will endeavour to:-

1. consult with the Headteacher, identify and determine the overall aims and understanding of PSHE and Citizenship according to the National Curriculum and ensure these are encapsulated in the Policy document
2. review the policy document on a regular basis
3. ensure all staff are aware of the policy document
4. produce a scheme of work for PSHE and citizenship with outline guidance for each year/class group
5. review and update the PSHE scheme of work and be a resource to all staff in all aspects of planning
6. ensure the requirements on reporting of PSHE and citizenship are met
7. identify resource needs, maintaining PSHE and citizenship budget spending within agreed priorities
8. maintain the PSHE and citizenship resource base
9. in consultation with the Headteacher produce/review a development plan for PSHE and citizenship
10. Attend relevant meetings/courses, read relevant recent publications, liaise with advisors, LEA, Directors, as appropriate, on curriculum matters relating to PSHE and citizenship.

Planning and Methodology

It is our aim that children work through activities that are based on our programme of themes and/or focused activities as described in our long-term plan. This plan will ensure all aspects of the PSHE and citizenship guidelines and breadth of study are covered during KS1 and KS2. PSHE and citizenship is taught as part of other lessons and separate lessons. There are allotted specific times on the timetable. Class teachers teach PSHE and citizenship to their own classes. Teaching usually takes place within the class or hall.