

## **Personal, Social and Health Education and Citizenship Policy**

### **Aims and objectives**

We believe that PSHE and Citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our children 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 the children experience the process of democracy through participation in the School Council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE and Citizenship are to enable the children to:

- know and understand 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 a community, such as school;
- 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 community.

### **Teaching and learning styles**

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 or the planning of special school events such as an assembly. 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 and local religious leaders, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Some of the approaches we use are detailed below;

### 1. The Courtland Code

The Courtland Code (see Behaviour Policy) emphasises the importance of shared responsibility for behaviour throughout the school. Each class will also establish their own rules known as the 'Class Charter'. Various processes may be used to enable the children to contribute to the rules agreed. Each class' rules should be prominently on display and they should be reinforced as necessary. The core areas implicit in every class' rules should be:

- Self-respect and respect for others
- Respect for property
- Safety
- Creation and maintenance of an orderly working environment

### 2. Circle Time / SEAL

SEAL / Circle time is an invaluable way of achieving our school aims and the aims of this PSHE programme, particularly the development of self-esteem. Some of the particular benefits of circle time are:

- Promotion of a positive classroom atmosphere
- Development of speaking and listening skills
- Enabling of all to make a contribution
- Freedom of expression
- Enabling children to extend their relationships within the classroom
- An emphasis on mutual support
- It facilitates dealing with sensitive issues

Circle time can involve small groups or a whole class. Ideally eye contact between each member of the group should be possible. Various activities can be included in circle time e.g.

- Negotiation/discussion of Courtland Code
- Discussing SEAL objective / focus of the week
- Rounds (with right to pass/no right to pass depending on sensitivity of topic)
- Games
- Discussion/brainstorm/survey on any issue
- Pair or group work
- Role play activities/mime
- Responding to fiction

### 3. Drama and Role Play

By using role play situations, children can tackle issues in a non-threatening way. They do not have to be performed to an audience. Partner or small group role play during circle time can take the pressure off individuals. They can experiment with solutions to difficult problems in a safe and controlled environment. Drama can reinforce positive issues and behaviours e.g. making friends. Issues such as problems within relationships, intolerance, personal safety issues, bullying or fears may also be addressed. Drama can help build self-esteem and develop respect for others.

#### 4. Achievement Assemblies

By coming together every Friday as a whole school to celebrate success, we aim to build self-esteem and develop understanding of and respect for the achievements of everyone in the school. Children from each class (Foundation Stage/KS1 and KS2 alternate weeks) show their work and receive certificates for good behaviour.

#### 5. Positive Behaviour Management

We have developed positive strategies for promoting responsible behaviour and dealing with inappropriate behaviour. We aim to encourage good social behaviour by:

- Recognising and highlighting good behaviour
- Giving team points for good behaviour and receiving certificates
- Reference to the Courtland Code
- Ensuring that all children are praised for behaving well
- Explaining and demonstrating the behaviour that we wish to see
- Ensuring that criticism is constructive
- Giving children responsibility
- Being consistent
- Extending and motivating all pupils and responding to their individual needs
- Establishing good home/school links

#### 6. Assemblies

Assemblies play a major part in personal, social and moral education. We aim to help the children to think about relationships and responsibility in a multi-faith context.

#### 7. Day Trips, School Journeys and Extra-Curricular Activities

These can help children to interact with others in a way distinctly different from in school. They can help to foster independence and a sense of responsibility.

#### 8. The use of Fiction

Across the age range, but especially with very young children, fiction can be a way into discussing feelings and developing empathy and an understanding of relationships.

#### 9. Parachute Games

The use of games around a parachute enables groups to work co-operatively, as well as have a lot of fun.

## **PSHE and Citizenship Curriculum Planning**

We teach PSHE and Citizenship in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE and Citizenship as a discrete subject. The SEAL programme is used throughout the school to deliver many of the PSHE objectives. On other occasions we introduce PSHE and Citizenship topics through teaching in other subjects. 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. The school also makes use of the QCA units for teaching citizenship at Key Stages 1 and 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 Year 6 to PGL, where there is a particular focus on developing pupils' self-esteem and opportunities to work as a team.

### **The Foundation Stage**

We teach PSHE and citizenship in the reception class as an integral part of their topic work. 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 the reception class, when we teach 'how to develop a child's knowledge and understanding of the world'.

### **Teaching PSHE and citizenship to children with special needs**

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, some of which targets may be directly related to PSHE and citizenship targets.

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. For example, the JRSO scheme where two Year 6 pupils have the opportunity to organise competitions for both key stages.

## **PSHE and citizenship and ICT**

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.

### **Assessment for learning**

Our teachers assess the children's work in PSHE and citizenship both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives set out in the National Curriculum.

We report the children's achievements in SEAL / PSHE to parents each year.

### **Resources**

We keep resources for PSHE and citizenship in a central store, in topic folders for units of work. We have additional resources in the library.

### **Monitoring and reviewing**

The PSHE and citizenship coordinator and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports colleagues in their teaching 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 coordinator is also responsible for a termly monitoring report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

#### **Personal, Social and Health Education and Citizenship Policy**

Date set up:	Undated
Reviewed:	1997
Reviewed:	February 2008 (D Tunkel)
Reviewed:	January 2010 (D Tunkel)
Date of next review:	February 2013