



**Individually Strong, Collectively Stronger**

**PSHE and Citizenship Policy**



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### PSHE and Citizenship Policy

#### Rationale

Children grow up in a complex and ever faster changing world and are exposed to a range of influences. At Allen Edwards we aim to build on and complement the learning that has already started at home, in relation to moral values and awareness of society. As parents and carers of the children we teach are the 'first time educators', we work in partnership with them in developing children personally and emotionally as young citizens.

Personal, Social and Health Education (PSHE) and Citizenship is central to our school ethos, supporting children in their development, and underpinning learning in the classroom, in school, and in the wider community.

#### Aims and Objectives

At Allen Edwards, personal, social, health and citizenship education 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 doing so we develop their sense of self worth and enable them to value themselves as unique human beings capable of spiritual, moral, intellectual and physical growth and development.

We teach our children how society is organised and governed. We ensure that they experience the process of democracy in school through the school and class councils. 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, health and citizenship education are to enable the children to:

- Know and understand what constitutes 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 the school community;
- 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 school and the wider community

#### Teaching and learning style

The PSHE and Citizenship framework for key stages 1 and 2 contains specific reference to knowledge skills and understanding that children need to contribute to, and participate in, inclusive learning environments. For example, they learn about and deal with bullying and racism and learn to recognise and challenge stereotypes. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fund raising, the planning of school special events such as an assembly, 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



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classroom rules of behaviour. We offer children the opportunity to hear speakers, such as health workers, emergency services, and representatives from the local community.

Effective learning of PSHE and Citizenship is improved by all activities that contribute to Allen Edwards positive school ethos, such as the work of mid day supervisors in the playground, through assemblies and extra-curricular activities.

Effective teaching of PSHE and Citizenship at Allen Edwards is achieved through a range of teaching strategies including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies.

### **PSHE and Citizenship curriculum planning**

We teach PSHE and Citizenship in a variety of ways. In some instances, we teach it as an explicit subject, for example SRE and drugs education. We also use the SEAL Programme (Social, Emotional Aspects of Learning) which covers 7 themes throughout the year. We also teach PSHE and Citizenship through other subjects, for example healthy eating in science, local environmental issues in geography, etc. As there is an overlap between the programme of study for religious education and the aims of PSHE and Citizenship we deliver some of the PSHE and Citizenship curriculum through our religious education lessons.

Circle Time allows the opportunity for the teacher and class to communicate with each other about issues which promote self-esteem and positive behaviour. Circle Time is a key strategy at Allen Edwards in developing self-esteem and moving children towards taking responsibility for their actions. We further develop PSHE and Citizenship through our Playground Friends (see lunchtime policy) and our Class and School Councils.

### Foundation Stage

We teach PSHE and Citizenship in reception and nursery classes as an integral part of the topic work covered during the year. As the reception and nursery classes are 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 and nursery classes when we teach 'how to develop a child's knowledge and understanding of the world.'

### Inclusion

We teach PSHE and Citizenship to all children. We use different resources, activities or provide specific support depending on the needs of the pupils, including able children (those identified as Gifted or Talented) and those children who need additional support with EAL. When teaching PSHE and Citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs).

### Assessment and recording

Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against specific learning objectives set out in end of Key Stage objectives. This assessment should be non-judgemental. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key



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stage, as outlined in the National Curriculum guidelines. Each term children carry out a self assessment which offers children the opportunity to reflect on their own progress and be responsible for their own target setting.

### Resources

Each classroom has a set of PSHE and Citizenship resources. There is also a central store of resources. There are boxes which contain material for the following areas; SRE, Drugs Education, Circle Time, PSHE, Citizenship and Behaviour. We have a selection of books which cover various topics in the central resource area as well as a selection in the school library.

### Monitoring

The PSHE and Citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship by giving them information about current developments, leading and organising INSET training and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the Headteacher and SMT a yearly action plan. The co-ordinator meets regularly with the Headteacher/SMT and Leadership team to evaluate strengths and weaknesses in the subject and indicate areas for further improvement.

### Review

This policy will be reviewed annually by the PSHE Co-ordinator and SLT.

Reviewed: October 2017

Review Date of Policy: October 2019

Headteacher signature: Louise Robertson

\*NOTE: Due to the diverse nature of PSHE and Citizenship this policy should be read in conjunction with the policies on health and safety, behaviour, drugs education, sex education, lunchtime policy, school trips, anti-bullying, child protection, RE, behaviour and PE.