

Personal, Social, Health & Economic and Citizenship Policy 2018

“Personal, Social, Health and Economic (PSHE) education and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens” National Curriculum 2000

Links with School Aims

The policy pays full regard to the vision and aims of the school –

☆ **Happy**

To provide a happy, caring well-ordered environment, in which children feel safe, secure, valued and respected.

☆ **Friendly**

To encourage each child to be considerate, co-operative, courteous, tolerant and respectful.

☆ **Incredible**

To provide a stimulating environment that will enlarge the child’s knowledge, experience and imaginative understanding and motivate natural curiosity.

To provide a well-structured balanced curriculum that will help the child to acquire knowledge and skills relevant to adult life in a rapidly changing society.

☆ **Safe**

To promote confidence, self-discipline and a high self-esteem in a safe and secure environment.

Personal and social development

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school. These experiences promote their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community.

Personal, Social, Health & Economic education (PSHE) and citizenship

In undertaking PSHE and citizenship, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

Aims of the Policy

To enable children to

- Know and understand what makes a healthy lifestyle -Health and well-being
- Know that there are a range of healthy and unhealthy lifestyles, not just one or the other
- Be aware of keeping safe
- Understand how we can build good relationships with others
- Respect others
- Be responsible and independent members of our school community and living in the wider world.
- Develop self-esteem and self-confidence
- Develop good relationships with other members of the school and the wider community

(Read related policies) **Anti Bullying, Teaching and Learning, Multicultural, RE, Inclusion and Drugs, E-Safety, SRE**

Entitlement

All pupils are entitled to have access to the PSHE and citizenship curriculum regardless of race, creed, gender or disabilities and must have regular access to the PSHE and Citizenship Curriculum appropriate their age and stage of development.

Planning, Teaching and Learning

- Planning must show due regard to the programmes of study and breadth of study requirements for PSHE and Citizenship from National Curriculum for Years 1 and 2, PSHE Association (since 2013) and EYFS Curriculum Guidance for Year R.
- Use a range of teaching and learning styles to meet the requirements of the National Curriculum. We involve the children in discussions, investigations and problem-solving activities.
- Hold regular events that promote active citizenship e.g. charity fundraising, performances for parents and friends, visits to KES, music festival, PE festival.
- Circle Time and class council meetings to provide opportunities to resolve conflicts, agree classroom rules and make contributions to school improvement.
- Invite visiting speakers including the school nurse, community police officer and members of local churches help to build links with the local community.
- Consider general teaching requirements for inclusion, Health & Safety and differentiate as appropriate.
- Utilize and exploit cross curricula links where they exist.
- Develop PSHE and Citizenship activities through events including
 - Book Week
 - Curriculum Week,
 - Taking part in assemblies
 - Visits from members of the community
- To take part in activities that are designed to promote success and receive special recognition for achievements.

- To have access to a range of options and to exercise some choice between them, e.g. choices about their future and in relation to their health.
- To meet and work with adults other than teachers, including members of the community, professionals and business people.
- To interact and work with a wide range of people who are different from themselves.
- To take on some responsible role in school;
- To be involved in developing and implementing strategies that aim to improve its ethos, e.g. anti-bullying.
- To perform for an audience, individually or as part of a group.
- To take part in adventurous and challenging activities in a supportive environment.
- To take part in community service.
- To be involved in an environmental project.
- To have time for reflection and preparation for change.

Foundation Stage

We teach PSHE & citizenship in Reception classes as an integral part of the topic work covered during the year. We relate the PSHE aspects of the children's work to the objectives set out in the Development Matters 2012 under the Prime Area of Learning Personal, Social and Emotional Development (PSED). Our teaching matches the aim of developing a child's personal, social and emotional development. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

Organisation of Resources

Resources for PSHE are stored in the storage unit in the hall. These include posters, games artefacts and stories. They support an active approach to PSHE. SEAL and 'Health for Life' are used by Years 1 & 2 to deliver discrete PSHE and Citizenship work. Reception use the Practice Guidance for EYFS to plan for P.S.E.D

Assessment & Monitoring

Teachers assess children's work by making informal judgements as they work and making assessments against the Learning Objectives on weekly planning. Children also assess themselves by the reflections they make at the end of a session. The written report to parents at the end of the year includes comments on PSHE and Citizenship.

Co-ordinators Responsibilities

- Monitoring the teaching and learning by talking to children, monitoring planning, giving feedback to colleagues, governors and the Headteacher
- Audit resources
- Reviewing policy statements and schemes of work.
- Auditing staff needs and providing INSET as required.

This policy has been prepared by Lynda Norman, in consultation with teaching staff and governors.