

Sherburn Primary School

PSHE and Citizenship Policy 2015 -16

Introduction:

Our personal, social and health education (PSHE) programme promotes children's personal and social development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. They learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Children are taught to understand that all actions have consequences and how they can make informed choices to help themselves, others and the environment. It gives children an understanding of the rights and responsibilities that are part of being a good citizen. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of lifelong learning.

Through PSHE, we endeavour to foster the concepts of responsibility and empowerment, to promote a sense of achievement and to enhance self- confidence. PSHE education is guided by the values of:

- Honesty;
- Kindness;
- Trust;
- Responsibility;
- Friendship;
- Self-control;
- Empathy;
- Respect;
- Consideration
- Tolerance.

Aims

The aims of PSHE and Citizenship fall into 3 core themes:
Health & Wellbeing, Relationships and Living in the Wider World.

Health & Wellbeing

- Know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.

- Know how to manage change, including puberty, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships.
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the Wider World

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Be positive and active members of a democratic society.
- Know about the importance of respecting and protecting the environment.
- 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.

PSHE education at Sherburn Primary school aims:

- to give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- to encourage and support the development of social skills and social awareness;
- to enable pupils to make sense of their own personal and social experiences;
- to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- to enable effective relationships and develop a caring attitude towards others;
- to encourage a caring attitude towards and responsibility for the environment;
- to help our pupils understand and manage their feelings;
- to understand how society works and the rights and responsibilities involved.

Curriculum Provision

PSHE and Citizenship cannot always be confined to specific timetabled time. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events – for example anti-bullying week, Make a Difference Challenges, Enterprise Days.
- School assemblies and pastoral care and guidance
- Visiting speakers – for example the police, Childline.

Content:

Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE is taught and encouraged through the 'Personal, Social and Emotional Development' curriculum. PSHE is about making connections and is strongly linked to play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. It is used to promote an understanding of the importance of following rules. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Key Stage 1

Children learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood.

Key Stage 2

Children learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from the school staff. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

Planning:

Class teachers plan for PSHE in accordance with the PSHE curriculum. This is usually done in year groups. They acknowledge the importance of personalised learning and the need to plan for the range of attainment levels within a class. This is achieved by:

- setting individual targets based on the assessment approach;
- setting different tasks within sessions;

- using resources appropriate to each individual.

Implementation:

PSHE will be delivered by the class teacher. Visiting professionals may provide talks/workshops to pupils for example the school nurse, the police and the vicar. PSHE values and citizenship are also introduced in and explored within whole school assemblies. In addition to this, PSHE is delivered through a range of whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. anti-bullying week, community cohesion projects and fund-raising activities. Pupils may take part in school assemblies, be elected onto the School Council as class representatives and are encouraged to express their opinions. SEAL materials and themes may be incorporated into PSHE lessons. Pupils are offered a wide range of opportunities to enhance their learning and engage with the concepts and content of the subject through learning in other subjects and areas of the curriculum and out-of-school activities. Termly awards are handed out to children for being good citizens in our end of term reward assemblies.

Assessment:

At Sherburn Primary, teachers integrate effective AfL in all areas of the curriculum. In PSHE, this specifically involves:

- assessing all children's starting point during the first lesson on a value;
- planning learning which builds on children's prior knowledge and shows progression in PSHE learning, not Literacy learning;
- implementing assessment-based planning so that lessons consistently meet children's needs;
- using self and peer assessment to involve children in understanding their own learning and next steps;
- encouraging children to feed back to class teachers about which aspects of a value they would like to learn more about.

Recording of work will be in a form appropriate to the planned focus and will be shown in teacher's planning. Evidence of PSHE will be in a variety of forms e.g. photographs as well as written work. The very nature of PSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

Equal Opportunities:

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background.

Knowledge, skills and understanding are taught in ways that suit pupils'

current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- provide a multi-sensory approach using a variety of media;
- provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate;
- use appropriate summative and formative assessment approaches to inform future learning;
- set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

ICT:

ICT should be used in PSHE when it has the potential to drive learning and progress. It is useful, at times, to record pupils' learning using digital cameras or iPads.

Review date:
September 2016