

St Helena's Church of England Primary School

PSHE and Citizenship Policy

Valuing Community, Compassion, Endurance, Friendship, Hope, Respect, Thankfulness, Wisdom

At St Helena's Church of England Primary School, we believe that PSHE and Citizenship help to give pupils the knowledge and understanding, skills, attitudes and values they need to lead responsible, healthy, independent lives and to become informed, active, reliable citizens.

PSHE and Citizenship are involved in every aspect of daily life and as such, have an important part to play in educating our pupils. The opportunities and experiences involved through PSHE at school prepare our children for life as adults and enable them to deal with a variety of issues they may be faced with in their future lives.

The Aims of our School in PSHE and Citizenship

Our children will be guided, encouraged and taught to:

- . Develop confidence and responsibility and make the most of their abilities
- . Prepare to play an active role as citizens
- . Develop a healthy, safe lifestyle for themselves and others
- . Develop good relationships and respect the differences between people of all cultural backgrounds and communities.

We intend to achieve these aims by provision of:

- . PSHE issues discussed when necessary in school
- . teaching PSHE and Citizenship in a discrete and cross-curricular way in other subjects
- . through PSHE and Citizenship activities and social events in and outside of school.

A combination of these methods is needed for a whole school approach to develop, in our pupils, the self-awareness, positive self-esteem and confidence to:

- . stay as healthy as possible
- . learn to keep themselves and others safe especially online
- . develop effective and nurturing relationships
- . respect the differences between people
- . develop independence and responsibility within the school and wider community
- . play an active and positive role as members of a democratic society in Britain
- . make informed choices regarding personal and social issues.

This framework aims to help children to:

- . value all their achievements
- . deal with problems
- . make own choices and be responsible for their own actions
- . cope with new challenges now and in the future
- . identify their strengths and strive to achieve goals.

Discrete Provision

At St Helena's CE School we have linked our key stage long term plans (LTP) with the PSHE Association core themes (CT) to ensure coverage. In these 3 core themes (CT1 – Health and Well Being, CT2 – Relationships, CT3 – Living in the wider world) suggestions and learning opportunities are given for each key stage. These objectives are supported by the SEAL programme which provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within our school.' (Excellence and Enjoyment: social and emotional aspects of learning)

The resource is designed to facilitate a systematic and spiral approach to learning.

'The SEAL curriculum materials are organised into colour-coded sets. There is a colour-coded booklet for each theme. Each colour-coded theme set includes a range of PSHE activities as well as ideas for follow-up work across the curriculum and exemplar lessons that are designed to promote the SEAL objectives in a range of subject areas.' (Excellence and Enjoyment: social and emotional aspects of learning)

We also have a wide range of other PSHE resources in school to support PSHE.

In EYFS children have regular "Circle Time" that helps to raise their self-esteem.

Provision in other subjects will be linked to PSHE where possible, e.g. English – we read stories and poems to the children that reflect feelings and illustrate aspects of personal and social development; R.E – Children learn about religious and moral beliefs, values and practices that underpin and influence personal and social issues and how they effect lives in our country and throughout the world; Humanities – Children learn about different cultures, history, legacies, famous, influential people.

Teaching Styles.

We believe that PSHE and Citizenship teaching should include opportunities for:

- . teachers to teach an one off lesson focusing on any key issues within the classroom
- . discussion and interaction between the teacher and children
- . children to interact more with one another and talk to children from different social groups
- . appropriate and practical work where there is the opportunity for discussion and opinions shared
- . children to reflect on concepts, skills and knowledge and nurture all ideas so that everyone feels valued

Teachers use a range of teaching and learning styles and resources to promote PSHE and Citizenship. These include the use of circle time, role play and drama, mind maps, paired and group work, carousel, use of fiction, 'draw and write', circle of feelings, videos, music, CDs, posters and pictures.

Resources

We use a wide variety of resources from several different sources. All stocked resources for PSHE and Citizenship are found in the staffroom cupboard. Teachers and other members of staff know where to access materials and are notified of any new resources available.

Use of visitors, visits and theatre groups

Visitors are sometimes invited into school to talk to the children about various Issues.

These may include:

- . School nurse – health issues.
- . Police – railway safety. Online safety.
- . Police – drug abuse.
- . ‘Max Respect’ Road Safety
- . Priest/Vicar – talk about a religious building and artefacts, special ceremonies and events.
- . Actors – produce a play with or for children.
- . Music teachers – teach children to play instruments.
- . Historian – talk to children about a particular part of history and share artefacts and clothes.

These visitors support the teaching of the primary curriculum within our school.

They are not left alone to teach a class but are supported by the teacher who may lead the overall session. The visitor is instructed on the content of the lesson and the expectations of the visit. This then allows the teacher to continue the lesson with appropriate follow-up activities.

At our school, visitors are aware of the relevant policies that they must follow whilst in the school. These include behaviour management, relationships and sex education, drug education, child protection and equal opportunities. Visitors are instructed to work in a manner consistent with their requirements.

Visits are planned with PSHE integral to the aims and objectives e.g. Hindu temple, Eco Centre, Sports festivals, History trips

Equal Opportunities

We aim to ensure that all children have an equal opportunity to develop their potential within PSHE and Citizenship regardless of gender, ability, cultural or religious background.

Concerns for the well-being of pupils

If you are concerned that the child will hurt him/herself – take them straight to the Accident and Emergency Department.

If you are concerned that the child will hurt others – call the Police.

If you are worried about the safe well-being of the child – report the concern to the Designated Safeguarding Officer (following the procedures in the Safeguarding Policy).

Role of the Subject Champion

- . Lead the production of this policy and other curriculum documentation
- . Ensure continuity and progression throughout school and mixed year groups
- . Support colleagues in the development of their plans, in assessment and in record keeping
- . To check and monitor resources in school
- . To develop PSHE and Citizenship within school
- . To help and assist staff in carrying out regular PSHE lessons
- . To oversee its application within the classroom
- . To ensure the school policy benefits all the children and allows them to reach their full potential
- . Monitor progress and sample work in PSHE and Citizenship
- . Advise the Headteacher of any outcomes from sampling and assessment

Assessment, reporting and recording

Children self assess during lessons and also peer assess and comment on what they have learned. Children are given the opportunities to reflect on their strengths, needs and learning. This helps to improve their personal and social development.

Children are reminded of lessons and encouraged to think about what they have previously learned in terms of behaviour and personal development.

Formative assessment is used in every lesson to help the teacher decide on the nature of the next lesson and whether anything needs to be repeated.

Progress in PSHE and Citizenship is reported to parents through parents evening and discussions about behaviour if necessary.

Review and Monitoring

The subject Champion, with the Headteacher, is responsible for monitoring the planning for and delivery of the teaching of PSHE, supporting staff with the teaching of PSHE and makes all staff aware of any new resources available that may help with their teaching. The Champion will also keep the Headteacher informed of any new developments and discuss any problems with the teaching of PSHE or ways to improve the subject. Non-contact time is provided to develop the subject within school, review resources and assessments and monitor pupil progress.

Professional Development

Staff must feel confident about teaching PSHE by having the appropriate resources to use and being given correct training on certain areas including health and hygiene and drugs. Staff meetings will provide a weekly meeting point for discussions on any areas of development, concerns or opportunities.

Additional policies to which reference should be made when considering the implementation of PSHE are: RE, Science, Citizenship, Anti-bullying, Promoting Good Behaviour, Feedback, Effective Teaching and Learning, Home School Agreement

This policy will be reviewed annually by staff and governors.