



## Personal, Social and Health Education Policy

### Policy on PSHE and Citizenship

(see also *Behaviour and Discipline; Healthy Eating; Health, Safety and Welfare*)

#### 1 Aims and objectives

At Winbury, we believe that education in PSHE and citizenship enables children to become healthy, independent, respectful 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 so doing, we help to develop their sense of self-worth. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to learn how to care for animals and for the environment;
- to become active members of our democratic society;
- to develop an awareness of economic wellbeing
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships and make positive contributions within school and the local the community.

#### 2 Teaching and learning

At Winbury, 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, e.g. charity fundraising, the planning of special school events (such as an assembly or school fete), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to follow agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Additionally, through the chosen curriculum at Winbury School:-'The International Primary Curriculum', the children will learn about a topic from a personal and local level as well as from the point of view of children in another place or another country.



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### **3 PSHE and citizenship curriculum planning**

We teach PSHE and citizenship in a variety of ways and as a timetabled lesson. PSHE and citizenship are also taught through topic teaching in other subjects. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we also deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

The school also makes use of the QCA and PSE units for teaching citizenship at Key Stages 1 and 2. We also use 'Primary Foundations' resources and the 'Go-Givers' web site for planning purposes. Focus is also based around our common set of values, 'The Winbury Way'. Circle Time is also a planned part of the curriculum particularly

Assemblies are planned to develop an awareness of values and citizenship and the children are rewarded with weekly achievement awards.

We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each year meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to the Isle of Wight, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work. A day trip to France also encourages these values and on this occasion the children can also practise their French.

*Also see School Council Policy.*

### **4 The Foundation Stage**

We teach PSHE and citizenship in the early years as Personal, Social and Emotional Development. It is an integral part of the topic work covered during the year and outlined in the EYFS. 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. 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.

### **5 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. Stories shown as power point presentations are frequently used for the illustration and reinforcement of teaching points from the curriculum.

### **6 PSHE and citizenship and inclusion**

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 for them to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.



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## **7 Assessment for learning**

Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons and at other times during the school day and also through formal assessments of the work done. We have clear expectations of what the pupils will know and understand at the end of each Key Stage.

The assessments that we make of pupil achievement are positive, and record achievement in its widest sense. Observations become part of the children's school report to parents. Targets for personal development are set and reviewed each half term for children in years 1,2 and 3.

## **8 Resources**

Resources for planning are currently stored in the year 3 classroom. We also have relevant literature in class bookcases and in the school library.

## **9 Monitoring and review**

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the Head Teacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- teaches the PSHE curriculum to children in key stage 1 and 2.

The quality of teaching and learning in PSHE is monitored and evaluated by the Head Teacher.

This policy will be reviewed at least every two years.

**Kim Lilley, PSHE Co-ordinator**

**Paula Prewett, Head Teacher**

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