

Willoughby Primary School

'Learning for Life'



PSHE and Citizenship Policy

1. Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship 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 so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society, learning respect for others.

1.2 The aims of personal, social and health education and citizenship 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.

2. Teaching and learning style

2.1 We recognise that social and emotional well being are of vital importance and that 'emotional intelligence' is as important as academic intelligence in order for a child to be able to learn effectively and to be happy at school.

2.2 We use a range of teaching and learning styles. Recognising the importance of the pupil voice, we place an emphasis on active learning by including the children in discussions particularly through the use of 'Circle Time.' We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as our Christmas fair, 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 classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and the vicar from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

3. PSHE and citizenship curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways. In some instances (e.g. drugs education), we teach PSHE and citizenship as a discrete subject on occasions.

3.2 Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we use some of the PSHE and citizenship material and deliver this through our religious education lessons. Some aspects of PHSE are also covered in the RSE curriculum.

3.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to PGL, to our Year 5/6 on a bi annual basis, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills. We celebrate achievement in our weekly Celebration assemblies, Star of the Day and Willoughby Award which all help to build self esteem.

4. Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. 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 (ELGs).

Our teaching in PSHE and citizenship matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. (See Early Years Foundation Stage Profile.)

We also support citizenship education to our reception children, where we teach 'Understanding of the world'. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

5. Teaching PSHE and citizenship to children with special educational needs

5.1 At our school we teach PSHE and citizenship to all children, whatever their age or ability. PSHE and citizenship forms part of the school curriculum, to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

5.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

5.3 Intervention for children with Special Educational Needs (SEN) will lead to the creation of an Extra Support Plan (ESP). The ESP may include, as appropriate, specific targets relating to PSHE and citizenship. (E.g. To be aware of being part of a whole class, when seeking help or wishing to speak; To work without causing others to be distracted.)

5.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6. Assessment and recording

6.1 Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons.

6.2 Children's progress and effort in PSHE and citizenship is reported to parents in their end of year reports, along with R.E.

7. Resources

7.1 We have sufficient resources in our school to be able to teach all our PSHE and citizenship topics and themes. Many of the resources are kept in the one to one room & HT office. We also keep a variety of reference books in the Class library.

The Internet is used to support children's individual research in the classes and recommended websites are used. We also use '6 Years of Circle Time' and other publications.

8. Monitoring and review

8.1 We have a named teacher as PSHE and citizenship co-ordinator and a named Governor. Governors will monitor the teaching and learning of PSHE and citizenship in line with the Programme of Governors' visits and on occasion join us on a PSHE and citizenship school trip. As we are a small school every teacher wears many hats, so we have a team approach to responsibility for the standard of children's work and the quality of the teaching.

- This PSHE and citizenship policy should be read in conjunction with the other school policies, e.g. Anti Bullying, Behaviour & Discipline, Collective Worship, Equal Opportunities, Foundation Stage, Race equality, Religious Education and RSE

Equality and diversity principles are embedded as far as is possible within this Policy.

From April 2016 we review this policy every 5 years

Created: March 2010

Review: May 2013

Review: April 2016

Review April 2021

Next Review: April 2026

Chair of Governors

Head Teacher

28/4/21