



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP

POLICY AND GUIDELINES

Introduction

At Croft Church of England Primary School we aim to create a happy, purposeful and supportive environment where children are enabled to become successful learners, develop their full potential and achieve the highest educational standards they can. Our vision statement reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by a desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

We believe a collaborative culture is fundamental in enabling children to develop personally and emotionally, and as young citizens. Children grow up in a complex and ever changing world and are exposed to an increasing range of influences. As a school we aim to build on and complement the learning that has already started at home to provide the knowledge, understanding and skills that children need to lead healthy, fulfilling and meaningful lives, both now and in the future.

Personal, Social and Health Education (PSHE) and Citizenship, are central to a school's ethos, supporting children in their development, and underpinning learning in the classroom, school, and in the wider community. Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

Vision and aims

The aims of PSHE and Citizenship at Croft Church of England Primary School are to enable the children:

- To know and understand what constitutes a healthy lifestyle
- To have the knowledge to keep themselves safe including online
- To understand what makes a good relationship with others
- To have respect for others regardless of religion, race, gender, mental or physical disability
- To be independent and responsible members of the school community and beyond
- To be positive and active members of a democratic society and be prepared for life in Modern Britain
- To develop self-confidence, resilience and self-esteem and make informed choices regarding personal and social issues
- To develop good relationships with other members of the school and the wider community, and support emotional wellbeing
- To ensure that drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle are effective.
- To follow the guidance of 'Keeping children safe in education' DfE September 2016

Role of subject leader

To ensure that all members of the school community understand the vision of PSHE and Citizenship at Croft and to lead, challenge and support all in achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well-organised, reviewed, updated and easily accessible;

- Maintaining clarity of expectations in relation to planning, assessment, teaching and learning;
- Developing standards in teaching and learning;
- Identifying and addressing strengths and areas for development;
- Informing, supporting and providing development opportunities.

Teaching and learning

In the Early Years Foundation Stage, PSHE is delivered through the 'Personal, Social and Emotional Development' (PSED) 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. 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 during class or whole school activities.

The framework for Key Stages 1 and 2 is structured into 6 themes which have been split across the 6 half terms. These are:

- Me and my relationships
- Keeping myself safe
- My healthy lifestyle
- Me and my future
- Becoming an active citizen
- Moving on

The key aspects of PSHE, Citizenship and Social and Emotional Aspects of Learning (SEAL) covered within these themes are:

Relationships and Sex

Online safety

Drugs Education including Alcohol and Tobacco

Careers education and personal finance

Citizenship

Emotional wellbeing

SEAL

The school's PSHE curriculum is delivered using a cross-curricular approach wherever possible. A wide range of active learning techniques may be used. However, some elements such as, drugs education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle are often taught as a discrete subject. PSHE is taught through:

- Cross-curricular links
- Collective Worship
- RE lessons
- Sports clubs and inter-school sporting events
- Drama and music activities and productions
- Residential visits and day trips
- Clubs – singing; art & craft etc
- Social and fund raising events
- Themed days
- Mini enterprise projects
- Charity events

Our many Committees encourage pupils to take responsibility for aspects of school life. These include our Children's School Council, Pupil Leadership Teams, Climate Cops, Play Leaders. A buddy system ensures the younger pupils have someone they can speak to whilst on the playground.

The school has strong links to the local community, St Peter's Church and parents which supports pupils in becoming responsible citizens, and in embedding British and Christian values.

There is a well-established system of support for pupils with specific emotional needs such as drawing and talking therapy, time to talk and socially speaking.

In addition, all pupils from Y1-Y6 are set targets each half term around 'Learning Skills'.

This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our RE and Collective Worship Policies, Behaviour Policy, Equalities Scheme. The Policy supports the National Healthy Schools Initiative.

Special Educational Needs

PSHE is taught to all pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children.

Assessment

Assessment in PSHE and Citizenship includes a baseline assessment to determine learners' starting points. In Early Years Foundation Stage the baseline from PSED is used. The Growing up in North Yorkshire Survey is useful in identifying areas for development. Three types of assessment will be used for PSHE. These are pupil self-assessment, peer group assessment and teacher assessment. Clear learning objectives and outcomes will show an increase in knowledge, a change in or reconfirmation of a belief or increased competence in a skill. Evidence of achievement from Years 1-6 will be shown by pieces of work in Writing, RE and Science books. Additional work will be recorded in folders or photographs.

Assessment will identify children who are working at a greater depth, above, expected, below or significantly below. Children who need extra support in PSHE will be identified through the vulnerability checklist, cause for concern forms, behaviour records, discussions with parents, etc.

Monitoring

The PSHE Subject Leader, Mrs Prudhoe, will monitor the teaching and learning impact of PSHE across the school. This will be through a variety of methods which may include planning, work scrutiny, learning walks, class displays, pupil and staff surveys, lesson observations, pupil interviews, CPD impact, information from surveys including the Health and Wellbeing Survey, outcomes of National Healthy Awards evaluations, etc.

Governors

There is a named governor linked to PSHE who plays a key role in monitoring and evaluating PSHE across the school through discussions with the subject leader, Mrs Prudhoe. The named governor is currently Mr Paul Knapp.

Written by	Julie Prudhoe/ Simon Robson
Ratified by Governors	11.7.17
Date for Review	July 2020
Signed – Head teacher	<i>Simon Robson</i>
Signed - Chair of Governors	<i>Alison Russell</i>