

# Elmsett C. of E. V.C.P. School

## PSHE and Citizenship Policy

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## Document Control

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## **1. INTRODUCTION**

Personal, social and health education (PSHE) and citizenship enable 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, the local community and the global community. They learn how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council, Eco Council and through the ways they are consulted about issues that are important to them eg School Behaviour Code, Lunchtime arrangements, the school grounds etc. They learn about rights and responsibilities and to appreciate what it means to be a positive member of a diverse multicultural society.

## **2. AIMS AND OBJECTIVES**

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 for themselves and others
- understand what makes for good relationships
- have respect for others and their property
- 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

## **3. TEACHING AND LEARNING STYLE**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of meaningful practical activities that promote active citizenship, e.g. charity fundraising, the planning of special events such as an assembly, fundraising for New Jeshwang, or involvement in an activity to help other individuals or groups eg. A thank you tea for school helpers, a fundraising event for Send a Cow and Earthquake Appeals, or participation in the Christmas shoebox appeal. Pupils are able to participate in discussions to resolve conflicts or formulate a code of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

## **4. PSHE AND CITIZENSHIP CURRICULUM PLANNING**

We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we involve parents and health workers with the children.

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. There is considerable overlap between the programme of study for religious education and the aims of PSHE and citizenship so skills, values and knowledge are reinforced in RE and assemblies.

We also develop PSHE and citizenship through whole-school events, e.g. the School Council and Eco Council representatives from each class meet regularly to discuss school matters. Throughout the year there are a variety of activities to develop pupils' self esteem and to give them opportunities to develop leadership and co-operative skills.

## **5. FOUNDATION STAGE**

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, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'.

## **6. TEACHING PSHE & CITIZENSHIP TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

We teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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, 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.

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, for example, an event at the local church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. ASSESSMENT AND RECORDING**

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We reward citizenship through team-points, Champions of Elmsett certificates and the Aldham Cup.

## **8. RESOURCES**

The main resource for PSHE is the SEAL programme of study. We have additional resources in the library.

## **9. MONITORING AND REVIEW**

The Headteacher and the governor for PSHE are responsible for monitoring this subject. The standard of children's work is monitored at staff meetings to ensure there is progression and continuity within and between each year group.