

# **Sutton Benger CE Aided Primary School**

## **Personal, Social, Health and Economic Education (PSHE) and Citizenship Policy**

### **1 Aims and objectives**

**1.1** Personal, social, health and economic education (PSHE) and citizenship promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives and to play a positive role in contributing to the life of the school and the wider community. It aims to help them understand how they are developing personally and socially, and tackles many moral, social and cultural issues. They learn to appreciate what it means to be a positive member of a diverse multicultural society. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

**1.2** At Sutton Benger School we believe that the personal, social, health and economic development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

**1.3** At Sutton Benger we aim to help 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 confidences and responsibilities and make the most of their abilities;
- 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;
- understand some basic principles of finances;
- celebrate personal achievements attained inside and outside school.

### **2 Teaching and learning style**

**2.1** 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 practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as an assembly or open evening, 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 representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Golden Rules are valued throughout the school as the standards which guide behaviour.

### **3 PSHE and Citizenship Curriculum planning**

- 3.1** We teach PSHE and citizenship in a variety of ways. Class circle times are held regularly, when issues to do with PSHE and citizenship are raised and discussed. We also teach PSHE discretely and where appropriate we introduce PSHE and citizenship using a cross-curricular approach. We use the Wiltshire Scheme 'Learn 4 Life' to support the planning and teaching of PSHE. The scheme offers an integrated approach to the 'Social and Emotional Aspects of Learning' (SEAL) together with the broader aspects of the PSHE curriculum. 'Learn 4 Life' provides a model for consistent, progressive and comprehensive coverage of pupils' entitlement in this area of learning.
- 3.2** We also develop PSHE and citizenship through activities and whole-school events, e.g. we offer a residential visit to Years 5 / 6 in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.
- 3.3** Teachers also set aside time in class to discuss matters arising from school council and eco council meetings.

### **4 Early Years Foundation Stage**

- 4.1** We teach PSHE and Citizenship in EYFS as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the EYFS. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS.

### **5 Teaching PSHE and Citizenship to children with special needs**

- 5.1** 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. When teaching PSHE and Citizenship we take into account the targets set for the children in their Pupil Profiles and intervention work.
- 5.2** We endeavour to provide **all** children with opportunities to take responsibility, develop leadership skills, think creatively and use their talents for good of the class or the wider community.

### **6 Assessment and recording**

- 6.1** Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the key learning outcomes set out in 'Learn 4 Life'. In the EYFS, they are assessed against the objectives laid out in PSED. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

**6.2** Teachers record the achievements of pupils in PSHE and citizenship. We report these achievements to parents each year.

## **7 Resources**

**7.1** As a school we endeavor to regularly review resources to ensure that suitable resources are available to enhance teaching and learning. The school buys into a successful library resource lending service from Wiltshire which helps children and teachers to access the curriculum in a new and exciting way.

## **8 Monitoring and Review**

**8.1** The PSHE and Citizenship subject leader is responsible for monitoring the standard and quality of teaching and learning in PSHE and Citizenship. They monitor this through looking at planning, informal observations, work scrutiny, pupil conferencing and curriculum walks. This is then fed back to staff and link governors. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and Citizenship, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader highlights areas to be developed and shares this with staff through an action plan which is acted upon, reviewed and updated annually.

**Reviewed:** September 2015  
**K Baldwin**