

Whimble Primary School

P.S.H.E. & Citizenship

Policy for teaching and learning.

Introduction.

At Whimble we believe that education should support the academic, social, physical and spiritual development of our children and give them the opportunity to develop the skills which enable them to become lifelong learners. We believe that in order for our children to achieve their best they need a broad curriculum and an atmosphere where challenge, pride in achievement and a positive, problem solving 'have a go' attitude are celebrated and where they receive the support and guidance which help them develop attitudes which are tolerant, considerate and accepting of others.

Our aim is for Whimble School to be central to the community and to reflect the values and heritage of its community.

This policy has been produced in response to the National Curriculum Framework for PSHE and Citizenship.

PSHE stands for Personal, Social and Health Education.

Successful PSHE and Citizenship education is achieved through a variety of forms

- Discrete curriculum time.
- Teaching PSHE and citizenship through and in other subjects/curriculum areas.
- Through PSHE and citizenship activities and school events.

We recognise that a combination of these is needed for a whole school approach.

Due to the diverse nature of P.S.H.E. and Citizenship this policy should be read in conjunction with the schools policies on Drugs education, Sex Education, Health and Safety, Child Protection, Inclusion, Bullying, RE, Rewards and sanctions, school trips and P.E.

Our objectives in teaching PSHE are...

- To establish opportunities for increased pupil involvement in the life of the school.
- To help our children to develop self confidence and a feeling of worth.
- To encourage our children to make healthy, informed choices about their lives.
- To help pupils identify ways of responding to peer group pressure.
- To develop a caring and considerate attitude towards themselves and others.
- To develop a caring attitude to the environment.
- To help our pupils to understand and manage their feelings.
- To understand how society works rights and responsibilities.

Roles and Responsibilities.

All members of the school community, including children, need to be involved in the development of the school's PSHE & Citizenship curriculum.

It is the responsibility of the Head Teacher to identify a member of staff to lead and coordinate the subject. The Head Teacher and subject leader will support the implementation of the resulting provision.

Implementation.

All teachers will be involved in the teaching of P.S.H.E. and Citizenship which will be done in a thematic way across the Key Stages.

Teachers will make use of cross curricular opportunities to support the teaching of PSHE and citizenship.

Teaching will combine PSHE and SEAL and take account of the 'Every Child Matters' agenda.

Children will be taught:-

- Through separately timetabled time for PSHE and Citizenship
- In circle time sessions

- Through Pastoral Care groups
- In combination with other subjects, and in literacy and numeracy Sessions

Provision for P.S.H.E. and Citizenship will also be provided during Assemblies, Extra Curricular Activities, visits, visitors, School Council meetings, playtimes and special events in the school.

Planning.

Planning will be supported by the document – ‘Combining PSHE and SEAL in the primary school, and using the ‘Every Child Matters’ framework which provides a structured curriculum programme based on children’s needs and addresses all five outcomes of the ‘Every Child Matters’ agenda.

Assessment.

There are no statutory requirements for end of key stage teacher assessment in PSHE & Citizenship.

Teachers assess the children’s work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHE & Citizenship framework.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines.

Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental.

Inclusion.

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils’ diverse needs and setting suitable challenges.

Teachers will use a variety of techniques to include less able and gifted and able children.

Teaching Strategies and Methodologies.

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all children.

The scheme of work emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.

Cross Curricular Links

Subjects such as English, History, Geography and RE provide many opportunities for children to support the PSHE and citizenship curriculum. Work in these areas enables children to....

- Use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- See the diversity of human experience and understand more about themselves as individuals and members of society.
- Understand that people involved in the same historical event had different experiences and views and developed a variety of different stories versions and interpretations.
- Challenge stereotypical views of countries and understand that all economic development takes place within a global context
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.

Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others.

All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds, that the past and present are

reflected accurately, and that global links through electronic and other forms of communication are made.

Health and Safety.

L.E.A. Guidelines along with the School Health and Safety Policy will be followed where appropriate.

Review.

This policy will be monitored and evaluated by the Subject Leader, in consultation with all staff on a regular basis.

This policy was adopted by governors in January 2012

This policy will be reviewed in January 2012.