



Holy Trinity C. E. (Aided) Primary School **Personal, Social, Health, & Economic Education and Citizenship Policy**

Rationale

Personal, Social, Health and Economic education and Citizenship (PSHE and Citizenship) enable children to become healthy, independent and responsible members of society. At Holy Trinity School we encourage the children to play a positive role in contributing to the life of the school and the wider community. We aim to establish and nurture good relationships at all levels within the school. We strive to create a happy, orderly and caring environment where children feel safe and secure and can acquire a range of skills to enable them to become independent learners, with a love of learning. The children's achievements are acknowledged and celebrated enabling them to grow in confidence and self-esteem. The children learn to care for themselves, others and for their environment. Good behaviour is promoted and rewarded, encouraging the children to have a mutual respect, consideration and courtesy towards others with a focus on the Christian value of forgiveness. The school's Christian values and ethos support the development of the child linked to the Spiritual, Moral, Social and Cultural (SMSC) and PSHE curriculum.

Aims and Objectives

The aims of PSHE and Citizenship are to enable children to:

- Develop an understanding of the distinctive and unique Christian character of the school
- Develop self-awareness, positive self-esteem and confidence
- Develop a healthier lifestyle
- Learn to keep themselves and others safer
- Develop effective and satisfying relationships
- Learn to respect the differences between people and their religious beliefs
- Develop independence and responsibility
- Play an active role as members of society
- Make the most of their abilities
- Achieve economic well-being
- To know what their Rights and Responsibilities are and to know about the UNCRC

Teaching and Learning

The PSHE and Citizenship framework is delivered in a variety of ways. These strategies include:

- Discrete lessons
- Through other curriculum areas
- Through circle-time
- Through collective worship
- Role modelling by staff
- School Council, Eco Team and Charity Group meetings
- Visits from people in the community
- Links with the community
- School excursions and visits

All staff at Holy Trinity follow a well-planned and progressive scheme of work for PSHE and Citizenship. A range of teaching methods are used, incorporating different learning styles, to meet the requirements of the PSHE and Citizenship framework. Emphasis is placed on active learning through discussions, research, investigations, problem solving (including peer mediation), role-play and games activities. Circle-time is also highly valued at Holy Trinity, allowing the children to take part in discussions, resolve conflicts or agree

set rules of behaviour. We encourage the children to take part in practical activities that promote active citizenship e.g. fundraising for charity, recycling paper. Our school's Charity Group, Eco Team and School Council initiate many of these activities, which are then discussed throughout the school. We also provide many opportunities for the children to listen to outside speakers i.e. police liaison officer, representatives from our local churches, representatives from our local community.

Time Allocation

In Key Stages 1 and 2, the children have a minimum of 45 minutes PSHE and/or Citizenship once a week. However, the PSHE and Citizenship framework has strong links to other subject areas. As there is a large overlap between the PSHE and Citizenship framework and the programmes of study for other subjects, a considerable amount of the framework is delivered through for example RE, Science, Geography and PE lessons. We also develop PSHE and Citizenship through collective worship which takes place daily.

EYFS

PSHE and Citizenship is taught in our Reception classes during discrete weekly sessions and is an integral part of the topic work covered. Our teaching of the subject matches the aim of developing a child's personal, social and emotional development as part of the Early Years Foundation Stage (EYFS). Citizenship is promoted when we develop the children's understanding of the world.

Teaching PSHE and Citizenship to children with special educational needs

PSHE and Citizenship is taught to all children at Holy Trinity, regardless of their ability. Teachers are expected to provide learning opportunities that are matched to the individual needs of the children, whether they have learning difficulties or require further challenges. When planning for PSHE and Citizenship, staff are expected to take into account the needs of those children on the special needs register and the gifted and talented register.

School Values

At the heart of our school Christian ethos are the values – Perseverance, Aspiration, Respect and Teamwork. The children are taught what each of the values looks like and are encouraged to model these through all aspects of their everyday school lives. If a child has been seen to model one or more of the values, they are rewarded with a coloured token which is placed in a central pot in the entrance hall. Every child at Holy Trinity is encouraged to work together as a team to fill each of the pots. Once one of the pots has been filled, the whole school receive a reward linked to that value. Every week, a child from each class is presented with a 'Leaf of Achievement' related to one of the school values, which celebrates their achievement at the whole school community weekly worship. We also have 'Lead Ambassadors' and 'Vice Ambassadors' for each of the values. Children in Year 6 nominate themselves at the beginning of the school year and do a presentation during whole school worship. All of the staff and children then vote for the ambassadors for that year.

School Council, Eco Team and Charity Group

We have a well-established and successful School Council at Holy Trinity. At the beginning of the new school year, elections take place in each class from year 1 upwards. Reception children are elected at the beginning of the Spring term each year. One child from each class is elected as councillors by their peers and attend fortnightly School Council meetings, the purpose being to discuss issues and children's concerns which have arisen. Each class spends time each week discussing the minutes from the School Council meetings and making decisions where appropriate.

We also have an Eco Team and a Charity Group at Holy Trinity. One child from each class from year 1 upwards is selected to be a member of the Charity Group. Children from year R upwards are selected to be members of the Eco team. These groups meet regularly throughout the year to discuss and plan activities and projects.

Ambassadors, Prefects and Play Leaders

In Year 6, the children have the opportunity to become ambassadors for our school values and/or prefects. Children who would like to become ambassadors make presentations to the whole school early in the autumn term. All children and staff take part in a vote to elect five ambassadors and five deputy

ambassadors for the school year. Children who are selected to become prefects receive training and are responsible for monitoring the communal areas of the school during lunch breaks.

In Year 5, children can volunteer to become play leaders. The children receive training and work with the younger children during lunchtime breaks to teach and lead games.

Assessment and Recording

Teachers assess the children's work in PSHE and Citizenship by making ongoing informal judgements as they observe them during lessons and by making formal assessments of their work. Teachers have a clear understanding of what the children will know, understand and be able to do by the end of each Key Stage. There are no statutory requirements for end of Key Stage teacher assessment in PSHE and Citizenship at Key Stages 1 and 2. However, teachers are required to report the children's progress to parents at consultation evenings and on their end of year reports. Where appropriate, statements related to the children's development will be recorded by the class teacher in the child's individual PSHE record which are kept in a secure cupboard in the Head Teacher's office. In our Reception classes, ongoing observations are made within specific teaching sessions and on a more informal basis. These are used to aid teachers in the completion of each child's Early Years Foundation Stage Profile at the end of each term.

Resources

Resources for PSHE and Citizenship are the responsibility of the co-ordinator. They are kept in a central resource area in the staff room and in the Elm classroom. The co-ordinator will monitor the resources and ensure that they are improved and updated where necessary. The co-ordinator will also ensure where possible, that a variety of teaching resources are available to enable teachers to deliver the PSHE and citizenship scheme of work effectively.

Monitoring

The co-ordinator is responsible for monitoring the standards of children's work and the quality of their learning. The co-ordinator will support colleagues in the teaching of PSHE and Citizenship by updating them on current developments in the subject, providing a strategic lead and direction for the subject in school and assisting them in finding appropriate resources and materials to deliver the curriculum effectively to their class. The co-ordinator is also responsible for giving the Head Teacher an annual action plan of the subject, evaluating the current situation and indicating areas for future development.

Nature of PSHE ed and Citizenship

Given the complexity of this curriculum area, the PSHE and Citizenship policy is supported by a range of other policies for specific aspects. These include:

- Sex and Relationships Policy
- Religious Education Policy
- Collective Worship Policy
- Race Equality Policy
- Child Protection Procedures Policy
- Anti-Bullying Policy
- Behaviour Policy
- Drugs Policy

Holy Trinity is also registered as a West Sussex 'Investors in Health' Healthy School.

Rebecca Bull (PSHE and Citizenship co-ordinator)

July 2004

Reviewed and updated September 2006; September 2008; February 2011; March 2013;

Reviewed and updated by Staffing, Curriculum & Spirituality Committee: November 2014; March 2018