

HURST GREEN PRIMARY SCHOOL



PSHE & Citizenship Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team	√		
Teachers	√		
Teaching Assistants	√		
Administrative Staff		√	
Curriculum support	√		
Lunchtime Supervisors		√	
Site Manager		√	
Cleaners		√	
Governors	√		
Parents	√		
Website	√		
Local Authority		√	

Responsibility of	School Improvement Committee
Review frequency	Every two years
This version agreed	1 April 2019; 22 February 2021
Next review date	Spring term 2023

This document is a statement of the aims, principles and strategies for teaching and learning of PSHE and Citizenship

The development of children's social, emotional skills, children's self-esteem, their health and well-being is paramount. We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community. This commitment contributes to the positive ethos of our school. In or school we recognise PSHE and Spiritual, Moral, social and Cultural (SMSC) as an important aspect of a child's development where teaching and learning focuses on skills and responsibilities and develops the knowledge and understanding to make informed choices.

What is PSHE and Citizenship?

"PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society". (PHSE Association, 2014)

Position of PSHE education in the National Curriculum

Within the National Curriculum 2014 PSHE education remains a non-statutory subject however, section 2.5 of the National Curriculum framework document states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

Along with the National Curriculum framework, the DFE also published a guidance document on PSHE education 2014, which states that the subject is:

'An important and necessary part of all pupils' education'

Furthermore:

' Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, economic education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.'

Aims

Our aims are to enable the children:

- To recognise their own worth;
- To work well with others;
- To develop positive relationships and respect for others;
- To understand our common humanity, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be positive and active members of a democratic society;
- To develop self-confidence and self-esteem and make informed choices regarding personal and social choices;
- To form good relationships with other members of the school and the wider community.

How PSHE and Citizenship is organised in the school:

PSHE and SMSC are integral parts of our curriculum. They happen during every working moment. It is the environment in which the whole school operates. It is therefore one of the most important parts of our curriculum.

PHSE and Citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. Some of the objectives are covered in dedicated PSHE times. Many of the objectives are covered through other areas of the school's curriculum e.g. RE, Assemblies and the 'creative curriculum'; attitudes and expectations of behaviour modelled and promoted by adults in the school.

We also develop PSHE and citizenship through activities and whole-school events e.g. the school council representatives from each class meet regularly to discuss school matters, school trips to visit places of worship and each year group participates in regular school trips. We offer a residential trip to Astley Burf in Year 6, where there is a particular focus on developing pupils self-esteem and giving them opportunities to develop leadership and co-operation skills.

Teaching and Learning Styles

We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, 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 involvement in an activity to help other individuals or groups less fortunate than themselves. Supporting local, national and international charities, e.g. Children In Need and Comic Relief. We ensure pupils are able to participate in discussion to resolve conflicts or behaviour, e.g. worry box, anti-bullying ambassadors. Children have opportunities to meet and work with members of the community, such as fire fighters, 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. Children take on different roles of responsibility during their school life. School council have also organised responsibilities for years 3 to 6 and year 6 have many responsibilities throughout the school.

Ensuring Equality

At Hurst Green we are committed to ensuring equality of education and opportunity for all children. We follow the necessary regulations to ensure that we take the experiences and needs of all children into account when planning for teaching, learning and pastoral support. We regularly identify those children who may be missing out, difficult to engage, or feeling in some way to be apart from what we seek to provide.

We aim to develop a culture of inclusion and diversity in which all pupils are able to participate fully in school life and achieve their learning potential. We will make reasonable adjustments to ensure that barriers to learning are removed and the school environment and the PSHE curriculum are as accessible as possible.

The role of the PSHE and Citizenship coordinator is to:

- Take the lead in policy development and the amendment of schemes of work designed to ensure progression and continuity in PSHE and Citizenship throughout the school
- Monitor progress in PSHE and Citizenship
- Take responsibility for the purchase and organisation of central resources for PSHE and Citizenship
- Keep up to date with developments PSHE and Citizenship education and disseminate information to colleagues as appropriate
- Mrs MacFarlane is the PSHE co-ordinator.

Feedback to pupils about their own progress in PSHE and Citizenship is achieved through:

- Aiming to help children learn, not to find fault and comments aim to be positive and constructive in and out of the classroom
- Is often done while a task is being carried out through discussion between child and teacher, or in class and group discussions
- During circle time/class discussions around themes and topics

Strategies for reporting

Reporting to parents is through an annual written report. The report will look at the child's behaviour towards other children, their willingness to cooperate with others and their general attitude towards school life. Issues that arise will also be discussed with parents at the two formal parents' evenings and a drop in session.

Strategies for the use of resources:

Classroom resources in PSHE and Citizenship include:

- In some classes notice boards for parents
- Class/school rules displayed in classrooms and around school
- In some classes, photographs of children
- 'Children at work' photographs on the school website and in classrooms
- School blog which shares the children's learning achievements with parents and carers

Resources in PSHE and Citizenship are the responsibility of the PSHE and Citizenship co-ordinator. They include:

- Information Books
- Stories
- Photographs and pictures
- Photocopied resources

Supporting policies and documents

Please see related policies including:

- Sex and Relationships Education
- Drugs education
- Child protection
- Anti-bullying
- Hurst Green values/SEAL – appendix 1

Appendix 1

Hurst Green Values/SEAL

	<u>SEAL UNIT</u>	<u>VALUE</u>
Autumn 1	New Beginnings	Ambitious
Autumn 2	Getting on and falling out	Kindness
Anti-bullying Week(1-2 weeks in November)	Say no to bullying	Honesty
Spring 1	Going for goals	Perseverance
Spring 2	Good to be me	Friendship
Summer 1	Relationships	Respect
Summer 2	Changes	Self-belief