

# BRAYWOOD C OF E FIRST SCHOOL



## PSHE and Citizenship Policy

*'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'*

### **Aims**

Personal, social and health education (PSHE) and citizenship enable children to become healthy, independent and responsible members of society. We encourage the children to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

*"Effective PSHE education should equip children and young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives." (Sir Alastair McDonald's review on PSHE statutory.)*

The aims of personal, social, health and citizenship education are to enable 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 for 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.
- To live by the principles of the classroom charters .

### **Teaching and learning style**

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. 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 fund-raising, 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 children are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. Circle time is used to explore issues as they occur and within the PSHE curriculum. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire workers 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.

### **PSHE and citizenship curriculum planning**

We teach PSHE and citizenship in a variety of ways. Social, Emotional Aspects of Learning (SEAL) forms a significant part of our programme. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.

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 maintenance and upkeep of local parts and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, e.g. sports day, educational visits, performances, inter-schools sports competitions, joint schools music productions and school productions. There is a particular focus on developing pupils' self esteem and giving opportunities to develop leadership skills and positive group work.

### **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.

### **Teaching PSHE and citizenship to children with special needs**

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.

Some children with IEPs may have specific targets relating to PSHE and citizenship.

### **Equal Opportunities**

We are aware of new statutory guidelines as from 2009 and will amend provision accordingly (developing good relationships and respecting the differences between people).

### **Assessment and recording**

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons and by assessing work, gauged against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage 1 and Yr.4. Assessment should offer the children the opportunity to reflect on their own progress.

The children record some of their work and it is kept in a folder. Work is regularly displayed around the school.

Children's progress in PSHE is reported to parents in the end of year report in the general statement.

### **Resources**

We keep resources for PSHE and citizenship in a central store in the staff room. Teachers also hold relevant resources for their year group in classrooms.

### **Monitoring and Review**

The PSHE and citizenship co-ordinator together with the Headteacher, is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and citizenship by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

The subject leader is also responsible for reporting to the Headteacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed annually by the Headteacher and at least every three years by the full Governing Body.