<u>PSHE and Citizenship Policy</u>

1. <u>Background</u>

As pupils grow and develop, there is a need for them to appreciate that they have a decreasing dependence on others and an increasing responsibility for themselves and their own health and welfare. They need, therefore, information and the skills to apply their understanding. As a healthy school, PSHE/citizenship forms an integral part of our school environment and ethos.

2. <u>Aims</u>

To allow children to make informed choices relating to their health
To teach them to become confident and independent
To enable them to take responsibility, individually and collectively, for their own learning
To ensure our pupils have access to all opportunities for development. We encourage them to;
- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

3. <u>Objectives</u>

- To raise the self esteem and self worth of our pupils
- To develop their competence to deal with emotions
- To teach personal and social skills and strategies to deal with health risk situations.
- To develop their sense of citizenship- locally, nationally and as members of the world community

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4. Content

Key stage 1 follow an agreed programme for PSHE and Citizenship, and Key stage 2 have a rolling programme, although this may be adapted by year groups in the light of issues requiring emphasis during a particular time e.g. from circle time discussions . The whole school follows an annual programme of PSHE topics within the SEAL materials. *R time materials are also used throughout the school to support SEAL materials and to further improve relationships within the school community and boost self-confidence of pupils.*

Reference is made to the non-statutory PSHE and Citizenship curriculum and other aspects are included in the curricular areas of English, science, RE, PE, history and geography. Themes and activities from SEAL are used throughout the school and each topic is introduced and referenced during whole school assemblies.

R Time materials have been purchased and the staff have received training on using the materials. These are used and link to the SEAL topics.

5. Resources

These are stored in the teachers' resource area *and in the PSHE coordinator's classroom*. There are books, videos and teacher packs, and teachers have an up to date list of the resources available, including useful web sites.

6. Early Years

PSHE/Citizenship is embedded in the Foundation Stage curriculum, and is delivered within this secure framework. SEAL is also included.

7. Spiritual, Moral, Social and Cultural Aspects

School assemblies frequently address moral and social issues in the immediate environment and the wider world. Teachers create a classroom climate in which child-centred and interactive approaches are encouraged. Circle Time is used and pupils know that they can express their views, while understanding the need to listen to others whose ideas may be different. Issues such as prejudice, and bullying/ teasing are included.

People from the community such as nurses, lifeguards, the police liaison officer, the local MP and the clergy are actively encouraged to visit the school and talk to pupils.

Threemilestone school has a Pupil Parliament, elected by the pupils and there are school Ministers for each area of the curriculum, including Health and Well Being. The School Council is elected each year and meets each month. Its suggestions are listened to and adopted if practicable. The Council read the minutes of their meeting to KS2 pupils. There is a box in the foyer for pupils to suggest issues for discussion by the council.

We have a "social club" annually to develop the confidence of "quiet" pupils in Year 4.

8. Monitoring and Assessment

The PSHE/citizenship co-ordinator monitors understanding regularly by speaking to a small group of pupils about the work that they have covered that year, specifically in relation to SRE, Drugs ed, internet safety, bullying. Further evidence is gathered through class assemblies and displays.
A short questionnaire is sometimes used for pupil self-assessment for some units of work. Class teachers monitor and assess through circle time and discussions with their pupils.
Each teacher completes a SEAL whole class assessment of their pupils at the beginning of the year in order to highlight their class' strengths and areas for development. The same assessment is completed at the end of the academic year to ascertain progress. Similarly, all children from Y2 upwards, complete a SEAL self assessment sheet at the beginning of the year, which is kept in their RoA all year and at the end of the year, the pupil completes another self-assessment to ascertain the progress they consider that they have made.

9. Special Educational Needs

Children with special educational needs are taught within PSHE lessons and are encouraged to take part in all lessons where this is appropriate. Children's IEPs may incorporate suitable objectives from the PSHE curriculum, specific to relationships, self control, self image, respect etc. and teachers keep these in mind when work is planned. Teaching Assistants may work alongside individual children or small groups within guidance from the class teacher.

10. Gifted Children

Children who are gifted in PSHE will be identified through a range of strategies which involve the teacher, pupil, parents and the Gifted and Talented co-ordinator. Opportunities for extention and enrichment are built into daily life, including special responsibilities or leadership roles.

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Reference should also be made to the following school policies:

Drug Education; Sex and Relationships; Behaviour; Health and Safety, Racial Equality; RE; Disabilities; SEN; Early Years

_____ Dated _____
Author

_____ Dated _____
Headteacher

_____ Dated _____
Chair of Governing Body

_____ Dated _____
Chair of Pupils and Curriculum Committee

Ratified at Full Governing Body Meeting:

Date of next review:

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