



Our aim is as simple as **ABC**

Achieving, Belonging, Caring

'Be courageous, for the Lord your God will be with you wherever you go' Joshua 1:9

Personal, Social and Health Education and Citizenship Policy 2021

We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement with good pastoral care.

Our Christian Values are an integral part of the character of our school and are reflected in the daily life and work throughout the day.

We guide the children's moral and spiritual development in a way that reflects the school's Christian foundation.

Through excellent teaching we give each child access to an appropriate, broad, balanced and relevant curriculum

We provide a secure, caring and stimulating environment in which children are happy, enabled as learners and fulfil their potential.

Inclusion

Our Christian Foundation and Values form the basis of our everyday lives. We believe that all children and adults have the right to be treated equally, with respect and with dignity. We aim to prepare children to live harmoniously in a multicultural society, to value their culture and to have respect for other cultures.

We are committed to giving children equal opportunities to succeed in all subjects by identifying and addressing potential barriers to learning. Within PSHE staff will plan the content, pace and style of teaching to match the profile of the class and include all learners.

We aim to ensure the core standards in our Equality Statement are an integral part of our inclusive curriculum.

We take account of our duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation. Racism in any form is unacceptable in our school.

Our Creative Curriculum

Alongside the specific teaching of the core subjects within the National Curriculum (English, Maths and Science) we aim to ensure that our children develop their personal abilities and attributes alongside subject specific knowledge and skills.

As a result we have based our Creative Curriculum on 3 major Drivers:

DEVELOPING SELF AWARENESS AND MOTIVATION
GROWTH AND INDEPENDENCE
DIVERSITY IN THE WIDER WORLD

With these building blocks we try to ensure that our curriculum is stimulating, challenging, enjoyed by our children while meeting their particular needs, and is creative in its delivery.

1 Aims and objectives of PSHE

1.1 We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils 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 ensure that the children experience the process of democracy through participation in the school council. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

1.2 The objectives of PSHE and citizenship are to enable the children to:

- know and understand 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 a community, such as school;
- be positive and active members of 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 community.

2 Teaching and learning style

2.1 We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as non-uniform days), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Class teachers promote positive attitudes in the classroom through the use of circle time and class

rewards such as house points, good friend award and merits. These are then shared as a key stage during a weekly merit assembly. The school as a whole recognises specific children's achievements with its 'most improved award.'

3 PSHE and citizenship curriculum planning

- 3.1** We teach PSHE and citizenship in a variety of ways. We use a Scheme of Work called You, Me, PSHE. The Scheme can be found on our school website. Our programme of study for PSHE and Citizenship has materials for each year group with planning adapted to meet the needs of the children in those year groups. Each year we also follow the 'Protective Behaviours' programme of work across the school. (See RSE Policy)
- 3.2** We may teach PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to explore their responsibilities in maintaining the environment. There is also an overlap between the programme of study for religious education and the aims of PSHE and citizenship. Some of the content of the PSHE and citizenship curriculum may be taught through our religious education lessons.
- 3.3** We also develop PSHE and citizenship through various activities and whole-school events, for example the school council representatives from each form meet regularly to discuss school matters. We offer a residential experience in Year 4 and in Year 6, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

4 The Early Years Foundation Stage

- 4.1** We teach PSHE and citizenship in reception classes as an integral part of the curriculum. 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. We also support citizenship education in reception classes, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHE and citizenship to children with special needs

- 5.1** 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. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenship targets.
- 5.2** For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

6 PSHE and citizenship and ICT

- 6.1** ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also

gain an insight into the interdependence of ICT users around the world. Online software provides a very safe arena to try out actions without harmful consequences.

7 Assessment for learning

- 7.1** Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it 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.
- 7.2** There are no formal assessments in PSHE and citizenship in Key Stage 1 and 2. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense. We report these achievements to parents each year in our annual report.

8 Resources

- 8.1** There are resources for PSHE and citizenship within the Scheme of Work together with recommended reading material and online resources to support learning. Class teachers also keep relevant resources for their year group in their class rooms. We have additional resources in the library and a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

- 9.1** Our PSHE and citizenship coordinator is responsible for monitoring the standards of children's work and the quality of teaching. Our coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. When necessary, we allocate special time to our coordinator to enable her to review samples of children's work, and to observe teaching in the subject.
- 9.2** This policy will be reviewed every three years.

Mrs Jones
March 2021