

ASKERN MOSS ROAD INFANT SCHOOL

Personal, Social and Health Education (PSHE) and Citizenship Policy



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Rationale

Our children “need support in developing emotionally and socially so that they are able to use their thoughts and feelings to guide their behaviour positively and develop personal awareness, emotional stability and social skills. This will enable them to enjoy and manage their lives now and in the future, be effective learners and active citizens”. ‘National Children’s Bureau – February 2003’

Through our teaching of Personal, Social and Health education (PSHE) and Citizenship we need to give our pupils the knowledge, skills and understanding they need to enable them to lead confident, healthy lives and become informed active citizens by developing the whole person.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community, through Circle Time discussions, the School Council and consultations as issues arise etc. In so doing we help develop their sense of self worth. We teach them about rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

All staff are aware that they are role models of professional behaviour and positive attitudes which support the ethos of our school and therefore our PSHCE provision.

Aims and Objectives

We aim to be a ‘healthy school’ working together to develop a whole school ethos, environment and curriculum that enables our pupils to recognize their own personal qualities, build on their achievements, do their best and manage their health and well-being.

The aims of our personal, social and health 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 at school and in the wider community;
- Have respect for others;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;

Citizenship education helps children to develop as members of the school, local, national and global communities. It is concerned with:

- Right and wrong
- Rights and responsibilities
- Fairness • Rules and laws
- Equality and differences
- Communities and identities
- Democracy
- Conflict and co-operation

We aim to create an atmosphere in school in which discussion of sensitive issues can take place openly without fear or embarrassment. We aim to provide opportunities for our pupils to be actively involved in the life of school and the local community.

Our Citizenship programme identifies three stands: -

- PSHE – developing confidence and responsibility to make the most of their abilities and develop a healthy, safe lifestyle
- Political literacy – preparing to play an active role as citizens
- Community involvement – developing good relationships and respecting the differences between people.

Partnerships

We make use of a number of partnerships to deliver our PSHE and Citizenship Curriculum. These include: -

- The children
- Parents/carers
- The wider community, including religious leaders
- DMBC LEA and school medical, welfare and psychological services
- The local Healthy School Programme
- Local businesses (especially in the technology challenges)
- National organisations who provide support materials
- South Yorkshire Police

Teaching and Learning Style

Individuals learn differently and have different learning styles. Good teaching relies on using a variety of methods that suit different learning styles and abilities of different pupils. Therefore, in order to develop our children's skills and attitudes as well as their knowledge and understanding, we will deliver PSHEC using a whole school approach and a range of teaching and learning styles.

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. 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.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.

We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school. These visitors should always work alongside staff, never instead of staff.

Planning

We teach PSHE and citizenship in a variety of ways including:

- Assemblies
- Community projects
- Individual pupil targets
- Circle Time and class discussions
- Encouraging thinking skills
- Drama and role play
- Working in different sized groupings
- Visits
- Creative approaches such as art and music
- School council
- Seal
- Thrive
- Rainbows

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 or science, e.g. visiting the recycling plant. As there is

a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons and assemblies.

We believe the most effective teaching and learning in PSHE and Citizenship is when: -

- Our pupils feel they are in a safe learning environment and ways of behaving are explicitly agreed
- Pupils are involved in taking responsibility for their learning
- It covers knowledge, skills and values
- Active learning methods are used
- Teachers act as facilitators encouraging questioning and enquiry
- Activities are differentiated so all pupils can achieve at their own level

Foundation Stage

We teach PSHE and citizenship in the nursery and reception classes as an integral part of the topic work covered during the year. As the classes are part of the Foundation Stage of the National Curriculum, we relate the PSHE and Personal, Social and Health Education (PSHE) and Citizenship Policy citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and the Foundation Profile. 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 and the Foundation Profile. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world'. Also SEAL.

Teaching PSHE and citizenship to children with special educational needs

At Askern Moss Road Infant School we teach PSHE and citizenship to all children, whatever their ability, gender, nationality or lifestyle. The school always has children from traveller and occasionally from EAL families. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through SEN Support will lead to the creation of a Support Plan for children with special educational needs. The Support Plan may include, as appropriate, specific targets relating to the behaviour and relationship aspects of PSHE and citizenship.

We enable pupils to have access to the wide range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Drug Education

Drug education will be delivered in line with the National Curriculum for science, informed by the QCA national framework documents for PSHE and Citizenship and Doncaster's Healthy Schools guidelines.

We accept the DfES definition of drugs as 'Drugs are those that are legal, such as alcohol, tobacco and solvents, over the counter and prescription drugs and illegal drugs such as cannabis, ecstasy, heroin, crack/cocaine and LSD.'

There is a separate policy on drug education and the management of drug related incidents

Sex and Relationship Education

Sex and relationship education will be delivered in line with the National Curriculum for science and informed by the QCA national framework documents for PSHE and Citizenship, DfES sex and relationship guidance and Doncaster's Healthy School's Guidance.

The DfES definition of sex and relationship education is that it is 'lifelong learning about physical, moral and emotional development.'

Parents have the right to withdraw their children from all or part of sex and relationships education provided at school except for those parts included in the statutory NC for science.

We have a separate policy on sex and relationship education.

Assessment and Recording

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons, measured 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.

We do not set formal assessments in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

Evidence of learning in PSHE and Citizenship can come from: -

- Self assessment
- Peer assessment e.g. observation of role play, interviewing each other
- Whole group assessment e.g. brainstorming, completing sentences, drama
- Other adult assessment e.g. external projects

Assessing one's own learning, either individually or in a group, develops thinking skills and effective skills for making judgements and decisions. Listening to the different perceptions of others adds to this process.

Questions we can ask to help pupils access and understand what they have learnt in PSHE include: -

- What new information have you learnt today?
- What skills have you developed/practised through this activity?
- Have your views changed?
- What was it like to hear different people's views?
- What else do you need to know?

We the teaching staff, must also evaluate and identify what has been done to inform future planning by asking questions: -

- What new skills did the pupils learn?
- What new information did the pupils learn?
- What new values did they explore?
- How do I know what they have learnt?
- * Did everyone engage equally in the task?
- What do they need to learn next?
- Does anyone need extra help/support?

Resources

We keep resources for PSHE and citizenship in the central place.

Monitoring and Review

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject coordinator 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. Also takes some SEAL lessons throughout school.

Confidentiality

The classroom is not a confidential environment.

In one-to-one situations teachers are not required by law to break confidentiality but we expect the Headteacher to be informed if any disclosures staff consider invoke child protection procedures.

If our pupils talk about personal information staff should offer positive support, ask relevant questions and agree a helpful way forward. If it is agreed with the pupil that further action needs to be taken this must be done with the pupil understanding the process and implications.

Related documents Health and Safety Policy.

Anti Drugs Policy

Sex Education Policy

Behaviour and Discipline Policy

Anti-bullying Policy

Science Policy

Equal Opportunities