

# RIVERSDALE PRIMARY SCHOOL

## PSHE & Citizenship Policy

Date:

Review Date:

Signed: \_\_\_\_\_ (Governor)

Signed: \_\_\_\_\_ (Headteacher)



## **AIMS AND OBJECTIVES**

We believe that education in PSHE and citizenship enables 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 to 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 about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their community and their school;
- to become active members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

## **STATUTORY REQUIREMENTS**

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

## **TEACHING AND LEARNING STYLE**

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, e.g. charity fundraising, the planning of special school events (such as an assembly or open evening), 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.

## **PSHE AND CITIZENSHIP CURRICULUM PLANNING**

The school makes use of the PAtHS Curriculum for teaching PSHE at Key Stages 1 and 2, however, we teach PSHE and citizenship in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example:

- Literacy – skills in enquiry and communication, the use of stories illustrating aspects of PSHCE.
- Numeracy – aspects of financial capability, counting and sharing.
- Science – drugs (including medicines), sex, health, safety and the environment.

- Religious Education – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships.
- Physical Education – teaching and learning about health and safety, development of personal and social skills through team and individual activities, promotion of healthy lifestyles and the importance of exercise.
- Geography – topical issues concerning the environment, study of own locality and the wider world, including less economically developed countries.
- History – looking at reasons behind historical events, changes and diversity within society, significant people, events, ideas and experiences of people from the past.
- ICT – communicating with others.
- Design and Technology – health and safety, healthy eating, use of technology, realizing the needs of people through designs.
- Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- Music – making the most of abilities in playing and singing, cultural diversity, expression.

We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to Hindleap Warren, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

## **THE FOUNDATION STAGE**

We teach PSHE and citizenship in reception classes as an integral part of our topic work. 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'.

## **PSHE AND CITIZENSHIP AND ICT**

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. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. 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 role-play software provides a very safe arena to try out actions without harmful consequences.

## **PSHE AND CITIZENSHIP AND INCLUSION**

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. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). 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.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning

support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

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.

## **ASSESSMENT FOR LEARNING**

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.

Our teachers record in their mark books the achievements of pupils in PSHE and citizenship. We report these achievements to parents and carers each year.

We encourage our pupils to keep records, in their personal record-of-achievement file, of their contribution to the life of the school and the community.

We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

## **ROLES AND RESPONSIBILITIES**

**The governing body** will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation.

**The Headteacher** is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

**Staff** are responsible for:

- Delivering PSHE and RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Staff do not have the right to opt out of teaching PSHE or RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

**Pupils** are expected to engage fully in PSHE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **RESOURCES**

We keep resources for PSHE and citizenship in a central store, in topic boxes for each unit of work. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

## **MONITORING AND REVIEW**

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

The quality of teaching and learning in PSHE is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.

This policy will be reviewed at least every two years.

**PLEASE NOTE: The School's RSE Policy is a policy in itself and therefore is not included within this curriculum area policy.**