



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

1 Aims and objectives

1.1 Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and 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 they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. Trelales Primary is an inclusive and caring school.

1.2 The aims of personal, social and health education and citizenship 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 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 school and the wider community.
- Equip pupils to be personally and socially effective by providing learning experiences in which pupils can develop skills, explore attitudes, values and personal qualities and acquire, evaluate and apply appropriate knowledge and understanding.

2 Teaching and learning style

2.1 We use 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. charity fundraising, 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 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 to talk about their role in creating a positive and supportive local community.

3 PSHE and citizenship curriculum planning

3.1 Personal and social education is central to the educational entitlement of all children at Trelales Primary and as a cross-curricular dimension, permeates all aspects of life in school. It is encompassed within the teaching of several subjects, notably: Language/ Literacy; Physical Education; Science; Religious Education, Geography and ICT. It is an integral part of the whole curriculum, and is not seen as a separate subject.

3.2 Some of the time we introduce PSHE and Global 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 parks 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 teach a considerable amount of the PSHE and citizenship through our religious education lessons.

3.3 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters.

3.4 In planning the curriculum, teachers at the school provide:
A clear, consistent framework of values within which to work, supported and agreed by all
Supportive relationships between teacher, non-teaching staff and child, child and other children
A classroom climate which encourages all children to explore and encourages a high level of interest
Opportunities for development outside the classroom situation through responsibilities, extra curricular activities and educational visits and visitors to the school. E.g. We offer a residential visit to Stackpole in Key Stage 2, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.
School assemblies also provide opportunities to develop this area of the curriculum.

3.5 We provide opportunities for personal and social development through a variety of strategies:
Individual, peer group and collaborative work
Discussion and role play
Circle time activities
Involvement in a range of problem solving activities
Encouraging the organising of independent learning
Preparation and presentation of tasks for different audiences
Positive self image
Self evaluation and target setting

4 Foundation Phase

4.1 We teach PSHE and citizenship in Foundation Phase 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 Framework for children's learning for 3 to 7 year olds in Wales. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the Personal, Social Development, Well Being and Cultural Diversity section of the framework. We also support citizenship education in reception classes and nursery when we teach 'how to develop a child's knowledge and understanding of the world'.

5 Teaching PSHE and citizenship to children with special educational needs

5.1 At our school we teach PSHE and citizenship to all children, whatever their ability. 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. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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 School Action and School Action Plus will lead to the creation of an Individual Learning Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to PSHE and citizenship.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

6 Assessment and recording

6.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum.

6.2 Teachers record the achievements of pupils in PSHE and citizenship in their mark books. We report these achievements to parents during parents evenings.

6.3 We encourage our pupils to keep records of their contribution to the life of the school and community in their personal Record of Achievement File.

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

7 Resources

7.1 We keep resources for PSHE and citizenship in individual classrooms for each unit of work. We have additional resources in the staffroom which include a selection of reference materials which includes resources for the teaching of sensitive issues.

8 Monitoring and review

8.1 The PSE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSE 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 giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Note

This PSHE and citizenship policy should be read in conjunction with the Health and Safety Policy.

Signed:

Date: