

St Andrew's CE Primary School  
'Learning together, praying together'

PSHE/SEAL AND CITIZENSHIP POLICY

Our School Vision says:

Children are at the heart of all we do.

We aim to inspire our children to love learning and achieve their best.

Thriving within a Christian environment, our children will grow through challenge and have the confidence to express their ideas and emotions freely.

We want them to value themselves, to respect others, to embrace difference and to care for the world they live in.

Introduction

Personal, Social and Health Education (PSHE) and Social, Emotional Aspects of Learning (SEAL) and Citizenship (PSHE/SEAL & C) contributes to the school curriculum by helping to give pupils the skills, knowledge and understanding to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It includes work in lesson time and a wider range of activities and experiences across and beyond the curriculum.

PSHE/SEAL & C is a major goal of education and underpins everything we do in school. The formal aspects of PSHE/SEAL & C are too important to be left to chance. We will regularly consider and plan for its development.

This policy is designed to be read and implemented alongside existing school policies, in particular the Disability Equality Policy, the Race Equality Policy and the Child Protection Framework.

Aims

Our overarching aims in PSHE/SEAL & C in our school are:

- To give all our pupils the knowledge, skills, attitudes and values that will enable them to lead confident, healthy and independent lives.

- To promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

### **Objectives**

Through a carefully planned curriculum we will enable the children of St. Andrew's to:

- develop self-awareness, positive self-esteem and confidence
- understand how their bodies work and what is needed for a healthy lifestyle
- understand what behaviours carry risks and what the consequences of inappropriate or unnecessary risk taking might be
- develop a variety of relationships that are worthwhile, appropriate and fulfilling
- respect the difference between people and encourage tolerance, respect and sensitivity towards others
- develop independence, responsibility, the ability to make decisions and to understand the effects of those decisions
- understand that they can make a contribution to the community and play an active role as members of a democratic society
- begin to understand our society's framework including its political, economic and legal structures
- be aware of world issues and the role of the individual in this context
- make the most of their own and others' abilities.

### **Curriculum organisation and links to other curriculum areas**

PSHE/SEAL & C will be an integral part of our curriculum at St. Andrew's but how it is delivered within our curriculum can vary enormously. Whenever possible the PSHE/SEAL & C will be linked to other areas of the curriculum but there will be times when discrete PSHE/SEAL & C sessions are planned to accommodate the entire SOW (Scheme of Work). Circle Time can also be used to deliver elements of the PSHE & C SOW. Although sessions are normally planned, if a situation arises which merits it, they can be spontaneous.

### **Teaching and learning styles**

The delivery of PSHE/SEAL & C is achieved most effectively through experiential and active learning techniques. A range of teaching approaches are used when appropriate. We will promote the use of group work to enable children to experience a variety of roles and share responsibilities as well as developing interpersonal skills.

In order to develop self-confidence and self-esteem, children will be encouraged to take responsibility for their own learning. We will enable all our children to engage in decision making, problem solving and negotiation. They will be given opportunities to develop and practise these skills. The teaching and learning of PSHE/SEAL & C will be based on the active involvement of children. Participation is essential to facilitate the development of knowledge, understanding and personal skills and qualities.

Ground rules are negotiated and reviewed regularly. The use of ground rules helps ensure that a safe environment is created for the discussion of sensitive issues.

### **Planning, continuity, progression**

PSHE/SEAL & C is planned for specifically so that its messages and strategies can be introduced, practised and reinforced in each subject area. As with other curriculum areas continuity and planned progression are also essential to PSHE & C. We match the curriculum to what we know about our pupils, their developmental stage, age, needs, interests and background. The progressive acquisition of knowledge, understanding, skills and values is facilitated when the content of the PSHE/SEAL curriculum is matched to the maturity and needs of the pupils.

### **Assessment, including children's recording of their work**

The assessment of individual pupil performance in PSHE/SEAL & C is not straightforward and requires sensitivity. Progress made in the following areas needs recording:

- knowledge & understanding
- social and personal skills e.g. listening, decision making, working with others
- personal qualities e.g. self-confidence, reliability, humour, caring.

Current teacher assessment involves the use of a booklet which contains evidence of what a child has experienced and achieved and which recognises individual strengths and abilities. This booklet travels with the child as they move through the different year groups.

Wherever possible, children will be involved in the assessment process and encouraged to keep a record of their achievements in PSHE/ SEAL & C. St Andrew's School is actively involved in researching ways of encouraging children to take ownership of their self-assessment in PHSE/SEAL.

### **Outside links**

To support the personal and social development of our children we aim to maintain strong links with parents, governors and external agencies such as Social Services, Education Welfare Service, Police Liaison Officers and School Nurses.

Adults other than teachers can make valuable contributions to the PSHE/ SEAL & C programme in our school. Any input from visitors will be carefully planned for and negotiated with the class teacher who will remain to participate in the lesson.

### **Staffing and resourcing**

All teachers plan and teach PSHE/ SEAL & C.

PSHE/SEAL resources are kept in the resources room in a delegated area. There are a selection of information books, storybooks and videos as well as teaching resource books. A booklet provides a list of books suitable for use with PSHE/SEAL & C. This is divided into year groups and was produced by the PSE Advisory Team. The full amount of SEAL resources can be obtained on the school intranet and each half term's subject matter is made available for the teaching staff.

The children have access to an increasingly wide range of relevant books, both fiction and non-fiction, in the school library.

### **Special Educational Needs and Equal Opportunities**

PSHE/SEAL & C is open to all children, of whatever age, gender, ethnic origin, ability and social background. It engages children in real questions, issues and problems about themselves, their families and the world they live in.

Care is taken to avoid cultural or gender stereotyping when selecting resources and planning activities.

Within each year group, all children would be expected to follow the same core studies but differentiation means that some children will be extended beyond it. As in all other subject areas, the needs and abilities of the individual child will be taken into account.

For children with special needs, tasks may have to be broken down into small steps giving them achievable goals and activities should reinforce the pupil's understanding of context covered previously. In this way, all children will be enabled to achieve their full potential.

### **Monitoring and evaluation**

Implementation of this policy will be monitored and evaluated by the PSHE/SEAL & C Subject Leader and the Curriculum Committee of the Governing Body.

Outcomes of monitoring and evaluation, together with any statutory changes in the National Curriculum or new/local initiatives, will inform the annual review of the policy by the PSHE/SEAL & C Subject Leader.

An Action Plan for all subjects, including PSHE, is completed every year to form part of the School Improvement Plan (SIP). Each subject is audited on a sequential termly cycle; consequently PSHE is audited approximately every three years. A report is then submitted to the Governing Body and the teaching staff.

**Reviewed March 2011**