

MILLWOOD SCHOOL, BURY

POLICY: Curriculum Policy for PSHE and Citizenship

DATE: October 2016

DATE ADOPTED BY GOVERNING BODY:

ICT is embedded in all areas of the curriculum to enrich and enhance learning

This policy adheres to the principles of the Equality policy and duty 2012

School aims

The overall aims of Millwood School, is to motivate, educate and celebrate and innovate , clarify the importance given to the personal and social development of each individual. We aim to promote a caring and happy environment in which all pupils can thrive, assisting them to develop maturity, independence, self-confidence and self-esteem. We aim to assist them to lead a life as independently as possible, to integrate socially and to leave primary school prepared for high school. We aim to provide a learning environment which promotes moral and spiritual development, embraces equality of opportunity and challenges pupils to be actively involved in their own learning. The provision of PSHE and Citizenship within the school contributes significantly to the achievement of these aims.

SAFEGUARDING

Millwood School is committed to the SAFEGUARDING of all of its community. PSHE and citizenship is a useful way of teaching young people about SAFEGUARDING issues. PSHE and Citizenship may also give a child or young person an opportunity or confidence to tell an adult about something that may be concerning them. Should this occur, the school SAFEGUARDING POLICY must be adhered to.

The Nature and Purpose of PSHE and Citizenship

- To develop good relationships in all aspects of life, including at school, in the classroom and on the playground and to promote a positive school ethos.
- To develop self-esteem in the whole community.
- To promote life-skills and knowledge.
- To develop independence.
- To develop an atmosphere for learning.
- To develop and encourage links with parents and the community.

- To provide opportunities for pupils to make choices and decisions.
- To provide opportunities for pupils to take responsibility for their own actions.
- To give pupils the opportunity to plan and to use their own initiative.
- To foster positive attitudes in the pupils' perceptions of themselves and others.

The PSHE and Citizenship Curriculum

Provision

The main aims are to ensure effective delivery of the PSHE curriculum, at a level appropriate to each child, and to ensure that the curriculum contributes significantly to all five National Outcomes of Every Child Matters.

The five outcomes are:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Economic wellbeing

The PSHE and Citizenship programme is divided into specific key areas for each half-term, but does allow for whole school theme days and events in order to promote specific areas. PSHE and Citizenship cover a wide range of cross-curricular activities as well. PSHE and Citizenship also have close links to RE where pupils' social, moral and spiritual welfare is explored.

PSHE and Citizenship form an important part of pupils' development and the link with parents, carers and home is very important. Parents will be kept informed of their children's programmes through Annual Reviews and parent consultation evenings.

Methodology

A variety of teaching methods and learning approaches are employed to enable individuals to benefit from their programmes. All activities are tailored to meet the needs of individuals and groups with varying abilities. Teaching methods and learning approaches include delivery through discrete PSHE and Citizenship lessons involving circle time, working with others, discussion, reflection, role-play, making choices and decisions and developing personal autonomy and independence. Delivery also takes place through the school council and social situations such as lunchtime, extra-curricular activities and out of school visits. Friendship groups are also established, targeting groups of children where ideas can be explored to understand the social rules of society.

We recognise the importance of self help and independent living skills to our pupils. Many of the pupils need extra time to learn and practise skills such as dressing and undressing, feeding, drinking and toileting. Opportunities for teaching and practising these skills in context

present themselves throughout the school day, for example physical education lessons, swimming sessions and lunchtimes.

Assessment, Recording and Reporting

Assessment of attainment levels within the PSHE and Citizenship programme can be difficult. However a range of Records of Achievement have been produced to record pupils' responses and development within each area, over each half term. Photographs and pupil statements will reinforce these where possible. As part of the child's annual report the activities covered and progress made in PSHE and Citizenship are reported to parents. Key skills tracker has a separate assessment section for PSHE separated into interacting and working with others, attention and independent and organisational skills.

Monitoring and Evaluation

The coordinator is responsible for monitoring the PSHE and Citizenship programme and its delivery using appropriate resources and a variety of teaching and learning styles. The coordinator monitors planning and carries out observations of teaching, evaluating the outcomes of the PSHE and Citizenship curriculum. The senior management team has an overview of this process.

Resources

The coordinator is responsible for ordering resources, in consultation with other school staff. The coordinator will inform staff of new resources that have been purchased and advise on their appropriate use. The coordinator will also monitor and evaluate the use of PSHE and Citizenship resources within school. Resources are kept both within individual classrooms and in the PSHE and Citizenship resource boxes.

Staff Development:

The coordinator, along with the Senior Management Team, will identify staff development needs and arrange whole school and individual staff training opportunities as required. The outcomes of training are disseminated during staff meetings.

Written by Katy Neild- PSHE co-ordinator
October 2016

