

HOLTSMERE END INFANT & NURSERY SCHOOL



PSHE AND CITIZENSHIP POLICY

PSHE AND CITIZENSHIP POLICY

Rationale

This area of the curriculum aims to promote the overall spiritual, moral, social and cultural development of children. This will prepare children for the opportunities, responsibilities and experiences during their time in school and in later life.

1 Aims and Objectives

Personal, social and health education (PSHE) and citizenship enable children to;

- become healthy, independent and responsible members of society.
- to play a positive role in contributing to the life of the school and the wider community.
- develop their sense of self-worth.

We teach them how society is organised and governed. We ensure that they experience the process of democracy throughout the school in decision making at class level up to whole school level taking account of the age and capabilities of each child.

The aims of personal, social, health and citizenship 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;
- 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.

2 Teaching and learning style

We use a range of teaching and learning styles to meet the requirements of the new National Curriculum.

We place emphasis on active learning by;

- including the children in discussions, investigations and problem solving activities.
- encouraging 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.
- encouraging pupils to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour.
- offering children the opportunity to hear speakers, such as health workers, police and representatives from the local church, who talk about their role in creating a positive and supportive local community.
- we also believe it is important to model appropriate behaviour and actions to children and ensure all adults in the school are appropriate role models.

We are also using the 'Go Givers' PSHE Scheme which:

- Deals with real issues of concern to children
- Helps children recognise and explore their talents and values

- Develops understanding towards other people
- Empowers children to become proactive citizens
- Raises aspirations and prepares children for the wider world

3 PSHE and Citizenship Curriculum Planning

PSHE is integral to all teaching and is incorporated in most lessons. It is taught in a variety of ways and in most cases is linked to topic work in each year group. All children will also receive direct PSHE teaching and this will be linked to the Go Givers planning and resources.

Teachers ensure that all pupils are fully involved in PSHE lessons by using a variety of interactive and participatory teaching methods. These methods include strategies such as creative thinking, literacy, discussion, drama, role play, debate, group work, ICT, surveys, media analysis, peer education and questionnaires.

Most of the curriculum will be covered through our integrated approach using our curriculum map that provides the curriculum framework in each year group. We recognise that all children have widely differing abilities and so provide suitable learning opportunities for all children. The teacher may use teaching assistants to help in delivering the lesson or supporting small manageable groups of children.

4 Early Years Foundation Stage (EYFS)

We teach PSHE and Citizenship in reception and nursery classes as an integral part of the topic work covered during the year. As the reception and nursery classes are part of the Early Years 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 (ELG's). Our teaching in PSHE and Citizenship matches the aim of developing a child's Personal, Social, and Emotional Development (PSED) as set out in the ELG's. We also support Citizenship education in reception and nursery classes whilst we are teaching the area of Understanding the World (UW).

5 Meeting the Needs of Individual Children

In our school, we teach PSHE and Citizenship to all children, regardless of their ability. When teaching PSHE and Citizenship we take into account

the targets set for the children in their Individual Education Plans (IEP's). We provide learning opportunities matched to the needs of all children including the very able, those with barriers to learning and participation and those with different cultural or linguistic origins.

6 Assessment and Recording

Our curriculum planning is in three phases – long, medium and short term. To inform our planning we use the EYFS Early Years Foundation Stage and the National Curriculum framework for PSHE and Citizenship at KS1.

Assessing the children's work in PSHE and citizenship is achieved by making judgments as they are observed during lessons and tasks that have been set. The information gathered is used to inform planning and helps teachers to set individual pupil targets.

7 Resources

We keep resources for PSHE and Citizenship in a central store. We have additional resources in the library.

8 Monitoring

The PSHE and Citizenship 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 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. An annual summary evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

9 Review

This policy will be reviewed bi-annually by the staff and curriculum committee.

March 2017