

INTAKE SCHOOL



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE) AND CITIZENSHIP POLICY

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Team 3

Aims and objectives

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.

The aims of personal, social and health education and citizenship are to enable the children to:

- Know and understand what constitutes a healthy lifestyle;
- Know how to maintain physical, mental and emotional health and wellbeing;
- Know how to manage change, including puberty, transition and loss;
- Be aware of safety issues;
- Understand what makes for good relationships with others and recognise risky or negative relationships; including all forms of bullying and abuse, and ask for help.
- Have respect for others; be tolerant.
- Be independent and responsible members of the school community;
- 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;
- Understand democracy and the need for rules and laws;
- Promote fundamental British values.

The Department for Education state that there is a need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014. At Intake Primary School these values are reinforced regularly and in the following ways:

Democracy

Democracy is embedded at the school. Pupils are always listened to by adults and are taught to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Pupils also have the opportunity to air their opinions and ideas through our school council and regular questionnaires. The elections of the school council members are based solely on pupil votes, reflecting our British electoral system and demonstrating democracy in action.

The Rule of Law

The importance of laws whether they are those that govern the class, the school or the country, are consistently reinforced. We have whole school rules which are embedded in our work every day. Each class also discusses and sets its own rules that are clearly understood by all and seen to be necessary to ensure that every class member is able to learn in a safe and ordered environment. Our pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for our pupils to make choices safely, through the provision of a safe environment and an empowering education. Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our e-safety and P.S.H.E. lessons. Whether it is through choice of challenge; of how they record; of participation in our extra-curricular activities; our pupils are given the freedom to make choices.

Mutual Respect

Respect is one of the core values of our school. Pupils know and understand that it is expected and imperative that respect is shown to everyone, whatever differences we may have and to everything, however big or small. It underpins our work every day both in and out of the classroom.

Tolerance of Those with Different Faiths and Beliefs

Our core value of Respect ensures tolerance of those who have different faiths and beliefs. Our school enhances pupils understanding of different faiths and beliefs through religious education studies;

Teaching and learning style

We use a range of teaching and learning styles throughout the school. 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. 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.

Some of the time we introduce PSHE and Citizenship through other subjects, e.g. when teaching about local environmental issues in geography. 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 PSHE and citizenship through our religious education lessons. We also develop PSHE and citizenship through activities and whole-school events, e.g. Anti-bullying Week and the school council who meet regularly to discuss matters, made up of representatives from each class.

The children's self worth is developed and nurtured in all aspects of school life at Intake Primary. Personal achievements are celebrated throughout Intake Primary in many

ways including; a behaviour system in place in all classroom; housepoints system; lucky tokens; Super Learner of the week; a sharing assembly each week where pupils can showcase their learning, Good Terms Work and Gold Awards.

Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception classes are part of the Foundation Stage 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'.

Teaching PSHE and citizenship to children with special education needs

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. We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship.

Assessment and recording

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 objectives set. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage and each topic. We report these achievements to parents each year. We also regularly work with outside agencies.

Monitoring and review

The PSHE 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 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. Although the frameworks for PSHE and Citizenship (Key Stages 1 and 2) are not statutory they contain some statutory elements.

- Aspects of health and sex relationship education are included in the science programmes of study and physical education programme of study and covered in SRE lessons.
- Aspects of citizenship education are included in the history and geography programmes of study and syllabuses.
- In all national curriculum subjects, teachers are required to make effective Provision for all pupils.
- Aspects of behavioural and discipline management are required by Section 154 of the 1996 Education Act.

- Education Act 2002. All schools must provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Link with other policies

Equality

Child Protection

Behaviour

Anti-bullying

Sex and Relationship Education

E-safety

Policy Agreements

This policy has been agreed by:

Headteacher

Name: _____

Date: _____

Governor:

Name: _____

Date: _____