



Newbridge Primary School

PSHE and Citizenship Policy

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Rationale

Our personal, social and health education (PSHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Definition

PSHE is concerned with the total well-being of the individual towards others and the environment. It is concerned with:

- Mental, emotional and physical well-being of the individuals.
- The responsibility of the individual towards others and the environment.
- The education and understanding of the mental, physical, emotional, spiritual, environmental and cultural and social influences that shape the community and the interactions of individuals within it.

Within PSHE we explicitly recognise:

- Health Education, which involves engaging the children in activities that promote their physical well-being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.
- Citizenship, which involves encouraging children to take a responsible role in society. It includes developing children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society including developing respect for others.
- Drug Education which involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and illegal drugs (See Drugs Education Policy).
- Sex and Relationships Education, which is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction (See Sex & Relationships Education Policy).

Purposes, Aims and Objectives

At Newbridge Primary School, we will aim through implicit and explicit learning experiences to:

- Promote the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- Prepare pupils for the opportunities responsibilities and experiences of adult life.
- Acknowledge and inform pupils about their rights as children and their responsibility for the rights of others.
- Entitle all children to receive sound information about keeping healthy and safe, emotionally and physically.
- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self-respect and self-esteem among all members of the community.
- Prepare pupils for the opportunities responsibilities and experiences of adult life.
- To develop emotional literacy skills.

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practise personal and interpersonal skills. We value and respect the learning that occurs in the community and in the homes believing that these, alongside school links are essential dimensions of health education. The Scheme of Work is related to the real world and the children's experiences.

Guidelines

Activities will be planned to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in delivery of this policy. These will include:

- Circle time
- Imaginative writing, including poetry
- Reflection, sharing and showing
- Role play and drama
- The use of video and ICT including photos
- Visits and visitors, when appropriate e.g. School Nurse, Police
- Class lesson time e.g. PE/Science/RE
- Whole School Assembly time
- Class assembly time
- Story time, particularly in Key Stage 1
- Peer education
- Structured group work
- Play and games, structured and unstructured
- Discussion (groups/whole class)
- Year 6 Life skills visit
- School Council time
- Educational residential visits in Year 5 and 6
- Themed weeks, e.g. anti-bullying

- SEAL programme

Planning

The PSHE Scheme of Work has been incorporated with the SEAL programme which includes:

- New Beginnings
- Getting On and Falling Out
- Say no to bullying
- Going for Goals!
- Good to be me
- Relationships
- Changes

The combination of both SEAL and PSHE gives the staff flexibility in their day to day teaching of these subjects.

Differentiation

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome.
- The same theme but different levels of input.
- Allowing for different pace of working.
- Different groupings of children.
- Developing different modules of work at different times of the year for different abilities.

Monitoring and Assessment

The assessment of PSHE will take place, as appropriate, in the curriculum areas: however, clear learning objectives will support the focus of assessed activities. Individual pupil records with evidence may be kept within the context of topic work files or books.

The PSHE team will monitor the curriculum and review progress annually with regard to the School's Development Plan. The resources will be developed, maintained and reviewed annually.