

Swinton Queen Primary School

Policy Statement for PSHE & Citizenship

Co-ordinator: Mrs M Saul

Introduction

As a school we believe Personal, Social and Health Education (PSHE) & Citizenship will help children to develop the knowledge and understanding, skills, attitudes and values which are necessary for them to make sense of the responsibilities, opportunities and experiences which are part of their lives, both now & in the future.

Objectives

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 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.

Detailed objectives are outlined in the schemes of work

Aims:

The school aims through a broad, balanced and differentiated curriculum to develop the children's ability to:

- Stay as healthy as possible;
- learn to keep themselves and others safe;
- develop effective & satisfying relationships ;
- learn to respect the differences between people;
- develop a sense of tolerance and an awareness of other cultures;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop an awareness of an adult's work and discuss these experiences
- 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.
- develop awareness and a caring attitude towards the environment
- reflect on experiences and then use these reflections to understand how they are developing personally and socially.

Teaching & Learning Strategies

When teaching any aspect of PSHE and Citizenship, the approaches to teaching and learning and the methodology used are as important as the content. Both whole class discussion and responding to incidents as they arise are valid opportunities for addressing PSHE issues, but skills, attitudes and behaviour will be developed more effectively if a variety of strategies are used. Active learning techniques enable learning to take place not only in the area of knowledge and understanding, but also in the areas of skill, attitudes and behaviour. For instance, by only listening to the teacher talking about how to maintain friendships or by reading about it, the child may gain knowledge and understanding. In order also to develop their skills in this area, they need to practise them through participating in role play, for example. Activities and opportunities to reflect on, process and evaluate their learning also need to be included. Many personal and social skills can also be developed through other areas of the curriculum through effective implementation of the appropriate methodology (for example, group work in a design technology activity which requires communication and co-operation between group members for the task to be completed).

Curriculum organisation

PSHE & Citizenship is taught through dedicated PSHE lessons, with SEALS resources being used.

PSHE & Citizenship are also developed through activities, assemblies & whole-school events. For example, the school council representatives from each class meet regularly to discuss relevant issues. A residential visit to Whitby is offered in Key Stage 2, where there is a particular focus on developing pupils' self esteem & giving them opportunities to develop leadership & co-operative skills.

Role of the PSHE & Citizenship Co-ordinator

The PSHE & Citizenship Co-ordinator has a variety of roles including:

- leading the production of this policy & other curriculum documentation including the scheme of work
- ensuring continuity & progression throughout school
- supporting colleagues in their development of the plans and in the implementation of the scheme of work, in assessment and record keeping
- monitoring progress and sampling work in PSHE & Citizenship and advising the management team of the outcomes
- taking responsibility for ordering & organising the central resources for PSHE & Citizenship
- Leading the School Council
- Ensuring the Seals curriculum is taught across school.

Use of Visitors

When using visitors to support the delivery of the scheme of work, it is important to ensure that they are not left alone to teach a class. The visitor's role is to support the classroom teacher, who is then able to follow up effectively any input given. Ideally, they need to work with the teacher on the preparation of a session in which they are involved, so that they are aware of the context for the lesson. Active learning principles apply: it is not appropriate, for instance, for a police officer to deliver a 'lecture' on road safety to the whole school in the hall.

School staff are responsible for ensuring that visitors supporting curriculum delivery in PSHE and Citizenship are aware of relevant policies (for instance, behaviour management, sex & relationship education, drug education, child protection, equal opportunities) and work in a manner consistent with their requirements.

The school uses the 'Working in Partnership' document produced by South Yorkshire Healthy Schools.

Assessment, reporting & recording

Assessment is as central to PSHE & Citizenship as it is to learning in any other area, and should be planned for in the same way. Self assessment has a core role in PSHE & Citizenship particularly within those elements which relate to personal & social development. It is important, therefore, to provide opportunities throughout the planning and delivery of PSHE & Citizenship for pupils to be involved in reflecting on their strengths, their needs, their learning & their development.

Pupils' levels of knowledge and their perceptions will vary greatly, and will not necessarily be ability related. We feel it is important, therefore, to use approaches which establish their starting points, and later enable assessment of the learning which has taken place for individuals. To facilitate this we will use self assessment activities which are both summative and formative at the end of certain units

Progress in PSHE & Citizenship will be reported to parents through a general statement at the beginning of the child's record of achievement in the form of a statement about the child's personal development. It will also be present as a subject within the end of year report showing the progress made, children's attitude and attainment.

Review and Monitoring

The PSHE and Citizenship co-ordinator is responsible for monitoring the standards of children's work and the quality of teaching. The co-ordinator supports colleagues in the teaching of PSHE and Citizenship, giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The co-ordinator is also responsible for giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further

improvement. Extra time is allocated to enable her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

Professional Development

Staff need to feel confident to deliver this aspect of the curriculum, and support will be offered through in-service training on specific issues (e.g. SRE, drugs)

Links with other policies

This policy should be read in conjunction with the Drug Education & Sex and Relationship Education policies.

Achievement Award and Achievement Assembly

All children who have earned an achievement award during the course of the week share them with the rest of the school in the achievement assembly.

Choosing time

All children begin the week with 45 minutes choosing time. Misdemeanours during the course of the week result in loss of 5-minute blocks of choosing time. Children who still have their choosing time are able to choose from a variety of activities on offer across the Key Stages. This takes place on Friday afternoons. A ladder of consequence is visible in all classrooms, fully explained to children with regards to consequences for inappropriate attitudes/behaviours.