

Personal, Social and Health Education (PSHE) and Citizenship Policy			V1.2
	Date	Name	Notes
Drafted	22 nd Sep 2009	D.Robinson	Revised policy in standard format with A.Lockwood
Adopted	4 th Nov 2009	Curriculum	
Reviewed	15 th Jan 2014	Curriculum	
Reviewed	14 th Jan 2017	M Sammons	Revised policy in standard format with J Murray
Reviewed			
This policy will be reviewed every 3 years			

Article 24: Every child has the right to the best possible health (UN Convention on the rights of a child)

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.

The PSHE and citizenship curriculum at our school is intrinsically linked to the Every Child Matters Agenda:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution to the school, local community and global community.
- Achieve Economic Well-Being
- Respect themselves and others following the Convention of the Rights of a Child.

PSHE and Citizenship Curriculum

We teach SEAL – Social and Emotional Aspects of Learning – through Jigsaw; a scheme of work to facilitate our teaching of PSHE and Citizenship across the whole school. Each term has a new theme which becomes a whole school focus in assemblies and PSHE lessons. Within each theme there are suggested lesson plans and resources to facilitate learning. We use a range of teaching and learning styles, with an emphasis on active learning by involving 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, including global citizenship which includes campaigning for the rights of others, e.g. charity fundraising or the planning of special events such as an assembly. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts and 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.

Where possible PSHE and Citizenship is introduced through other subjects. We also develop PSHE and Citizenship through activities and whole-school events. Members of the Student Voice also meet regularly to discuss school matters and 'Play Leaders' are chosen as a peer support for children's needs in the playground.

We teach PSHE and Citizenship to children of Foundation stage as an integral part of the topic work covered during the year. For the Foundation children we relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). We also implement the Jigsaw programme in the Foundation stage, which ensures that the teaching of 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 the Foundation stage when we teach 'Understanding the World.'

Rights Respecting School

The PSHE and Citizenship curriculum reflects the rights respecting school agenda, which is embedded in the school ethos. Each class has a class charter, alongside the whole-school charter.

Teaching PSHE and Citizenship to Children with Special Needs

We teach PSHE and Citizenship to all children, regardless of their abilities. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. When teaching PSHE and Citizenship we take into account the targets set for the children in their Individual Education Plans (IEPs) and appropriate social support.

Inclusion

All children matter and are given every opportunity to achieve their best.

We meet needs of all children by:

- Providing resources that reflect diversity and are free from discrimination and stereotyping,
- Using a range of teaching strategies that are based on their needs,
- Ensuring access to every activity where it is safe and reasonable to do so.

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. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year.

Teachers use the Jigsaw assessment criteria to assess and track the children's achievements and progress in PSHE and Citizenship. Initially the children self assess their own achievements and progress using the Jigsaw criteria. This is then used to assist the teacher's own assessment of the children's work in PSHE and Citizenship.

Teachers record the achievements of pupils in PSHE and Citizenship. We report these achievements to parents each year.

Monitoring and review

The PSHE and Citizenship leader is responsible for monitoring the standards of children's work and the quality of teaching. The leader supports colleagues in the teaching of PSHE and Citizenship, by giving them information about current developments in the subject, supplying resources suitable to deliver the subject and by providing a strategic lead and direction for the subject in the school.