

Fairfield Primary School

PSHE & Citizenship Policy 2015

This policy covers our school's approach to the development of a broad and balanced curriculum that supports our pupils' personal development and health and wellbeing, within a safe and secure learning environment.

All staff and governors at Fairfield Primary School recognise that our individual pupils' spiritual, moral, social and cultural development plays a significant role in their overall education and their ability to learn and achieve. We therefore aim to provide all pupils with positive experiences through a planned and coherent curriculum and through interactions with teachers, each other, other adults and the local and wider community.

Essential to creating a broad and balanced curriculum, Personal Social Health Economic (PSHE) and Citizenship Education enables pupils to develop the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Aims and objectives

PSHE and Citizenship Education makes a significant contribution to promoting pupils' spiritual, moral, social and cultural development (SMSC) – see Appendix A.

The aims of Personal, Social and Health Education and Citizenship and PSED, Health and Self Care and Understanding the World for Early Years are to enable the children to:

- have respect for themselves and others, valuing the differences and similarities between people;
- be independent, self-disciplined and develop good relationships with other members of the school and wider community;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and manage risk in their own lives.

- prepare to play a positive and active role as citizens.

PSHE and Citizenship Education assists pupils to cope with the demands of everyday life, introduces them to a wider world and enables them to make an active contribution to their communities.

Planning for PSHE and Citizenship

We recognise that PSHE and Citizenship Education should address both pupils' direct experiences and preparation for their future, and we have adopted a 'spiral' model to ensure learning is revisited, reinforced and extended in age – and stage - appropriate contexts.

PSHE and Citizenship teaching and learning offers opportunities and experiences which reflect the increasing independence and physical and social awareness of pupils, as they move through the primary phase and beyond. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe.

PSHE and Citizenship is not planned or taught in isolation, but linked with relevant curriculum areas and opportunities to learn, however closer links are made to:

- RE
- Science
- Physical Education
- Computing

Through our PSHE and Citizenship teaching, we provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. We respect and take account of pupils' prior learning and experiences.

PSHE and Citizenship Education needs to start 'from where pupils' are', as pupils' will bring prior understanding, misunderstanding and gaps in understanding to any issues raised in PSHE and Citizenship Education – we recognise that often this prior learning is more complex than we assume.

The programme will be integrated across the curriculum. It will be taught through a range of teaching methods, we recognise the effectiveness of active engagement in learning, the importance of the cycle of experiential learning which challenges pupils' thinking and encourages them to reflect on their learning and their rights and responsibilities, actions and behaviours. We promote the valuable role of the teacher as facilitator.

We have based our PSHE and Citizenship programme on three core themes, within which there is a broad overlap and flexibility.

Theme 1. Health and Well-being

Theme 2. Relationships

Theme 3. Living in the wider world

The programme integrates the Social, Emotional Aspects of Development (SEAD) for our Early Years and Social, Emotional Aspects of Learning (SEAL) for KS1/2 and together with the broader aspects of PSHE and Citizenship Education – Appendices B and C give an overview of Concepts and Skills. During Key Stages 1 and 2 pupils gradually build on the skills, attitudes and values, knowledge and understanding they have started to acquire and develop during the Early Years/Foundation Stage. It is important to remain flexible as events such as bereavement might require learning to be drawn from Key Stage 2 into Key Stages 1 and vice versa.

<p>Core Theme 1: Health and Wellbeing <u>ELG for Health and self care</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Core Theme 2: Relationships <u>ELG for PSE relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Core Theme 3: Living in the wider world <u>ELG for Understanding the world - People and communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
<p>Through Key Stage 1 and 2 pupils will be taught</p>	<p>Through Key Stage 1 and 2 pupils will be taught</p>	<p>Through Key Stage 1 and 2 pupils will focus on economic wellbeing and being a responsible citizen and will be taught</p>
<ul style="list-style-type: none"> • what is meant by a healthy life-style • how to maintain physical, mental and emotional health and wellbeing • how to manage risk to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, such as puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • to identify different influences on health and wellbeing 	<ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • to recognise and manage a range of emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • to respond to risky or negative relationships and have the confidence to ask for help • how to respect equality and diversity in relationships 	<ul style="list-style-type: none"> • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as a citizen • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives • a basic understanding of enterprise

Equal Opportunities

We teach PSHE and Citizenship to all children, whatever their ability. PSHE and Citizenship form part of the school curriculum policy to provide a broad and balanced education for all children. We recognise that PSHE and Citizenship education works within pupils' real life experiences, we strive to create a safe and supportive learning environment; creating an ethos of trust and open dialogue with the pupils by establishing clear ground rules, managing sensitive and controversial issues and developing a clear understanding of confidentiality.

Teachers and other adults involved in PSHE and Citizenship will sometimes hear disclosures that suggest/indicate that a pupil may be vulnerable and at risk, we will ensure they receive appropriate support by implementing the Safeguarding Procedures (see Safeguarding Policy).

Assessment

There are two broad areas for assessment of and for learning – see Appendix D KS1 and 2 Progression in PSHE and Citizenship Education.

- Pupils' knowledge and understanding of concepts and facts.
- The way pupils are using their accumulating knowledge and understanding to develop personal and interpersonal skills and positive attitudes and build their own learning power (BLP) e.g. through making informed judgements, maintaining positive relationships and tackling challenges and looking after personal health and safety. Pupils need to have experiences where they can learn to apply and strengthen their knowledge and skills in a variety of contexts.

In addition to assessment by teaching and support staff, it is vital that pupils are given openings to self-assess, when appropriate to undertake peer assessment and also be involved in evaluating how curricular opportunities have helped pupils meet learning objectives. Pupils need time to reflect at the end of tasks and opportunities on the insights and development of skills gained, this will help develop their own capacity as learners and promote BLP.

Examples of evidence that can be assessed:

- pupils' records of achievement, profiles, diaries;
- individual written work and project work;
- surveys and questionnaires;
- observation of participation in individual/group tasks including role play and drama, discussions and debates, games and outdoor activities, assemblies, performances and productions, visits and residential/field trips;
- special tasks/planned learning opportunities such as problem solving and responding to challenges.
- observations to feed our learning journals and track the children within the Early Years.

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.

This policy needs to be read in conjunction with the following 'suite' of policies

- SMSC
- Sex and Relationships
- Anti-bullying
- Equal Opportunities
- Behaviour
- E-Safety
- Child Protection/Safeguarding
- Confidentiality
- Teaching and Learning
- Assessment and Marking

This policy was ratified by the governing body on.....

Signed.....
(Chair of Governors)

Reviewed.....