

PSHE AND CITIZENSHIP POLICY

This policy document outlines the teaching and learning of PSHE at Killingholme Primary School. It has been written in consultation with all staff who are responsible for implementing this document. It was approved at the 8th December 2014 meeting of the school's governing body.

1 Aims and objectives of personal, social and health education

Personal, social and health education (PSHE) 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 election and membership opportunities provided by 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, health education are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- 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.

2 Teaching and learning

We use a range of teaching and learning styles to meet the requirements of the National Curriculum. 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. charity fundraising, the planning of school special events such as an assembly, or 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 speakers, such as health workers, police, and representatives from local churches, who talk about their role in creating a positive and supportive local community.

3 PSHE curriculum planning

We teach PSHE in a variety of ways. In some instances, e.g. drugs education and SRE, we teach PSHE as a discrete subject.

Some of the time we introduce PSHE through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local areas. As there is a large overlap between the programme of study for religious education and the aims of PSHE and we deliver a considerable amount of the PSHE through our religious education lessons. We also develop PSHE through circle time or assemblies and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. The children are also involved in assemblies and the planning of functions for school or fund raising.

4 Early Years

We teach PSHE as an integral part of Early Years. As F1 and F2 are part of the Foundation Stage, we relate the PSHE aspects of the children's work to the development matters set out in the Early Learning Goals (ELGs). Our teaching in PSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELGs.

5 Teaching PSHE to children with special needs

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

6 Assessment and recording

Teachers assess the children's work in PSHE by making informal judgements as they observe them during lessons, gauged against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum guidelines. Assessment should offer the children the opportunity to reflect on their own progress and be involved in their own target setting and show them how to improve.

7 Resources

We keep resources for PSHE in a central store in the Rainbow Room.

8 Monitoring

The Headteacher 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 by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school.

9 Review

This policy will be due for review in December 2017.

NOTE: Due to the diverse nature of PSHE this policy should be read in conjunction with the policies on health and safety, drugs education, SRE, school trips, equal opportunities, bullying, child protection, RE, behaviour and PE.

C Eaton
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