



PSHE & Citizenship Policy

(Personal Social Health Education)

Western Road Community Primary School

This policy was **reviewed in January 2022**.

This policy is **due for review in January 2023**.

This policy covers our school's approach to a PSHE & Citizenship education. It was produced by the PSHE subject leader through consultation with members of the senior leadership team and governors. Aspects have also been produced in consultation with pupils through the School Council.

Aims

All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *Prepares pupils at the school for opportunities, responsibilities and experiences of later life.*

PSHE education is essential to such a curriculum and its teachings are at the heart of the school ethos at Western Road Community Primary School. Our school provides a balanced and broad curriculum which promotes pupil well-being. We believe that a child's personal, social and health education underpins all of the school's aims. The PSHE objectives underpin our curriculum and give our pupils the opportunity to consider what the knowledge and understanding in all lessons means to them. It helps them to develop the skills and strategies they need to apply this knowledge in their real lives, to make safe and informed decisions. In each and every subject, teachers are aware of the need to develop the children's personal and

social skills through teamwork, creative thinking, enquiry, self management etc. Our PSHE & Citizenship curriculum has strong links with other subjects, including Maths, Science, Computing and Religious Education. In addition to this, we believe it is important that every child understands what “being healthy” means and how to achieve that.

PSHE enables children to become healthy, confident, 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 a sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. We aim to prepare our children for their future through the delivery of a comprehensive PSHE programme. The aims of PSHE are to enable staff and children to:

- Develop spiritually, morally, socially and culturally;
- Encourage respect for self and others and provide a framework for mutual support in our school community;
- Recognise that everyone’s contribution to our school is significant whatever their level of ability and particular skill;
- Foster and encourage the growth of everyone’s self-esteem;
- Ensure that everyone is cared for and shares in the responsibility to care for others;
- Provide a safe and secure learning environment, which ensures opportunities to learn and develop effectively;
- Experience an environment which inspires, enriches and enhances learning opportunities;
- Take pride in all aspects of achievement;
- Value the qualities of self-motivation, responsibility and perseverance;
- Recognise that all members of the school have the right to learn, achieve and realise their full potential for growth;
- Reflect the school ethos, learning experiences and environment and have lasting influences on our children, to the benefit of the wider community;
- To ensure the present and future well-being of pupils is met.

Teaching and Learning

The taught objectives for PSHE & Citizenship education for our pupils are split into 3 main themes:

- 1) *Health and Well-being - Pupils will be taught; what is meant by a healthy lifestyle; how to maintain physical, mental and emotional health and wellbeing; how to manage risks to physical and emotional health and wellbeing; ways of keeping physically and emotionally safe; about managing change, including 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.*
- 2) *Relationships – Pupils will be taught; how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts; how to recognise and manage emotions within a range of relationships; how to recognise risky or negative relationships including all forms of bullying (direct, indirect, physical and cyber) and abuse; how to respond to risky or negative relationships and ask for help; how to respect equality and diversity in relationships.*
- 3) *Living in the wider world – Economic wellbeing and being a responsible citizen – Pupils will be taught; about respect for self and others and the importance of responsible behaviours and actions about rights and responsibilities as members of families, other groups and ultimately as citizens; 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.*

The learning outcomes for each theme underpin the curriculum for each year group. THE PSHE programme is delivered through the PSHE Association Programme of study and includes aspects of SEAL. PSHE education is delivered through stand-alone PSHE lessons, and where appropriate, through other curriculum areas. PSHE objectives will be highlighted on planning alongside corresponding curriculum objectives. We understand that active engagement in learning, rather than passive receipt of information, is most effective in teaching PSHE education. Pupils need opportunities to clarify their values and beliefs, and rehearse and develop enquiry and interpersonal skills. Pupils need a comprehensive, balanced and relevant body of information to inform their present and future risk assessment, decision making and management. The role of the teacher in PSHE education is frequently a facilitator of learning. Where possible when we discuss new areas in PSHE education we will start by enabling pupils to share their prior knowledge. We will help pupils to make connections between

their learning and future real-life experiences, encouraging them to make positive, healthy lifestyle choices. The skill of critical reflection is at the heart of assessment for learning in PSHE.

We encourage pupils to take part in a wide range of practical activities that promote active citizenship e.g. charity fundraising (Chestnut Tree house and Children in Need.) Circle time is used widely to address current needs and uses amongst our pupils. A wide range of outside visitors and agencies are welcomed into school to reinforce teaching and learning in the classroom e.g. Police, Fire Service, School Nurse, charity organisers (NSPCC), politicians etc. Additional provision includes: School Council (2 representatives per class from year 2 to year 6), playground buddies, and ambassadors. We create a safe and supportive learning environment by establishing classroom values and rules which enable opportunities to learn and develop effectively. We will ensure that where pupils indicate that they may be vulnerable or at risk, they will get appropriate support. Teaching takes into account the ability, age, readiness and cultural and social backgrounds of our pupils. We promote social learning and expect our pupils to show a high regard for the needs of others.

Assessment and Monitoring

It is important to remember that PSHE education is not about passing or failing. Teachers and pupils both need to know what has been taught, has been learned, and that learning is progressing. Work scrutiny and observations are undertaken throughout the school year to ensure consistency of teaching standards across the school. Pupil voice backs this up. At the end of terms 2, 4 and 6, formal assessment takes place where pupils are assessed on objectives taught, and whether they are at below, at, or above year group expectations. Progress of all pupils, including boys and girls, SEN and Pupil Premium groups will be closely monitored.

