

HILL FARM PRIMARY SCHOOL

Policy on PSHE and Citizenship

1 Aims and objectives

- 1.1 At Hill Farm Primary School, we believe that education in PSHE and citizenship enables children to become healthier, more independent and more 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 to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the election of the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

The teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') – that children 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

- 1.2 Our objectives in the teaching of PSHE and citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle;
- to be aware of safety issues;
- to understand what makes for good relationships with others;
- to have respect for others;
- to be thoughtful and responsible members of their school, the local community and the global community;
- to become active, positive members of our democratic society;
- to develop self-confidence and self-esteem;
- to make informed choices regarding personal and social issues;
- to develop good relationships with other members of the community.

2 Teaching and learning style

- 2.1 At Hill Farm school we use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, drama, investigations, problem-solving activities and the use of ICT. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events (such as an assembly or presentation) or involvement in helping other individuals or groups. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police, fire fighters, magistrates and representatives of the local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community.
- 2.2 The PSHE and citizenship curriculum is enhanced by the SEAL programme (Social and Emotional Aspects of Learning) which supports our children in making the right choices, dealing appropriately with different situations and making positive contributions to society.

3 PSHE and citizenship curriculum planning

3.1 We teach PSHE and citizenship in a variety of ways. Sometimes, we teach PSHE and citizenship as a discrete subject, for example when considering drug usage. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. Also, as there is a substantial overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons.

3.2 We also develop PSHE and citizenship through various activities and whole-school events, e.g. the school council representatives from each form meet regularly to discuss school matters. We offer a residential visit in Key Stage 2 to Plas Dol – y - Moch in North Wales, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills, independence and positive group work.

4 The Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of our topic work and the Early Years Foundation Stage. As the reception class is part of the Foundation Stage, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. This area of learning is about emotional well-being, knowing who you are and where you fit in and feeling good about yourself. It develops respect for others, social competence and a positive disposition to learn.

5 PSHE and citizenship and ICT

5.1 At hill farm school ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. The children are taught about the dangers of indiscriminate Internet use and are advised of safe behaviours to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

6 PSHE and citizenship and inclusion

6.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of all children. Where children have a special educational need, intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenship targets.

6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community. They will also address the targets outlined on Individual Challenge Plans. (ICPs)

7 Assessment for learning

7.1 Our teachers assess the children's work in PSHE and citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the

work done, gauging it against the specific learning objectives set out in the National Curriculum.

7.2 Our teachers record in their mark books the achievements of pupils in PSHE and citizenship. We report these achievements to parents each year.

7.3 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement are positive, and record achievement in its widest sense.

8 Resources

8.1 At Hill Farm school we keep resources for PSHE and citizenship in a central store, and have additional resources in the library. The PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

9.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE co-ordinator, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;
- gives the headteacher a regular summary report in which she evaluates the strengths in the subject, and indicates areas for further improvement;
- uses specially allocated, regular management time to review evidence of the children's work and to observe PSHE lessons across the school.

9.2 This policy will be reviewed at least every three years.

Signed:

Date: