

Henry Prince First School  
Personal Social & Health Education Policy (including Citizenship and SRE)

The Role of PSHE and Citizenship

The Education Reform Act of 1988 places a statutory responsibility on schools to promote the spiritual, moral, cultural and physical development of pupils and The National Curriculum Handbook for Primary Teachers in England (1991) sets out two broad aims for the school curriculum:

- To provide opportunities for all pupils to learn and achieve; and
- To promote children's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

PSHE comprises all aspects of the school's planned provision to promote all children's personal and social developments including health and well being, and as such, can be seen as a tool for addressing a wide range of issues within school and the local community.

PSHE is the 'intentional promotion' of the personal and social development of pupils through the whole curriculum and the whole school experience

Aims

PSHE aims to:

- Promote the ethos and aims of the school
- Promote healthy eating, a healthy lifestyle and personal hygiene
- Encourage pupils to grow into good citizens
- Promote a positive self image of each child
- Encourage pupils to develop confidence in forming positive social relationships

Pupils will be taught to:

- Respect others feelings, values and beliefs
- Keep themselves and others safe
- Show initiative, take responsibility and develop independence
- Have a moral awareness of right and wrong
- Appreciate and develop their own cultural traditions and those of other cultures  
(OFSTED Guidance for School Inspection)

The Role of the Subject Co-ordinator is:

- To liaise with colleagues in KS 1 and KS2 in the planning of curriculum themes based on the SEAL materials
- To liaise with colleagues to ensure continuity, progression and differentiation through key stages and year groups.
- To liaise with colleagues on the recording of children's progress through the subject.
- To attend relevant courses and liaise with colleagues in the other Small Schools and Middle Schools.
- To cascade information gained back to colleagues in school.

- To guide and support colleagues in the designated curriculum area.
- To make available well-maintained, suitable resources within the confines of the school budget.
- To be an example of good practice in the subject.

### Organisation and Teaching Methods

PSHE is part of the integrated school curriculum, with each class teacher being responsible for the delivery of the appropriate part of the citizenship programme through other subjects, especially Geography, Religious Education and Science. A range of teaching strategies are used that enable pupils to develop their knowledge, skills and understanding by working together on school and community projects as well as cross curricular topics that incorporate elements of PSHE and citizenship. Learning experiences will draw on pupils existing knowledge and experiences and provide a range of opportunities for pupil's to learn, practise and demonstrate skills, explore attitudes and increase their knowledge and understanding.

Circle time is used as a regular activity in Early Years and Key Stage 1 and may be a lesson in itself or included as part of a lesson. Circle time activities give pupils time to reflect, develop empathy, debate and apply their learning to different situations. Circle time may be based on the PSHE scheme of work or individual topics or events. In Key Stage 2, debating, circle time, role play and discussion sessions carry the subject.

Collective Worship provides daily opportunities to enhance pupil's spiritual, moral, social and cultural development and includes a weekly celebration assembly to reward a range of achievements both academic and social.

### PSHE/Citizenship Activities and School Events

Visits, visitors and special days or weeks in the school calendar provide opportunities for children to plan and work together, to develop and maintain relationships under different circumstances, to ask and respond to questions that help them reflect on their experiences. Some examples of these are:

- Visits from School Nurse, Theatre Groups, Local Vicar, and The Animal Lady.
- Fundraising activities for charity.
- Visits to the local church
- Whole school projects, especially Art and Multi cultural/Religious Education.
- Events to promote links with local Middle School
- Environmental issues — walk to school, litter collection etc.
- Visits to localities away from the immediate local area.
- Events to promote links with cluster group First Schools, i.e. Basket ball, Football Tournaments, Religious Education Festival, Music Festival and Arts Week.
- Key Stage 2 jobs and responsibilities i.e. Worship monitors, gate monitors, young leaders etc..

### Assessing, Recording and Reporting

Formal recording of PSHE is not always appropriate. Pupils should be encouraged to respond in a variety of ways. They can record their work in written or pictorial form, take part in verbal interactions and respond through performances or school activities, which

show community awareness. End of unit assessments which link to the SEAL programme help staff to track the progress of pupils within these units.

Staff use a variety of methods to collect evidence from PSHE sessions, including observations of role play activities, written work and oral contributions. Recording is made through Religious Education assessment especially in the issues and life stance sections and through end of unit SEAL topic assessments.

Some aspects of PSHE are also dealt with during school assemblies and award ceremonies, which are Head Teacher led during whole school assembly or Fridays. This offers both in and out of school opportunities to promote and celebrate children's achievement.

Pupil's progress in PSHE can be noted in the school's annual report to parents. Provision for the PSHE and citizenship in the curriculum is in line with the school policies on guidance and care of children's behaviour and discipline and Health and Safety.

### Sex and Relationships Education (SRE)

**Please see separate SRE Policy**

#### Differentiation and Special Needs

Differentiation takes place by the class teacher when setting the task, taking into account the ages and abilities of the children. Differentiation is both by task and outcome. Individual needs of each child should be catered for. All classes will contain children with a wide range of competence.

Teachers recognise the need to adapt some teaching activities to ensure that children with SEN may participate fully and demonstrate their achievements (see SEN policy). There is a commitment to ensuring that children with a specific learning difficulty are suitably catered for and the school actively promoting dyslexia friendly teaching approaches as recognized in the achievement of the Dyslexia-Friendly Schools Award.

#### Teaching PSHE in the Foundation Stage

PSHE will be taught via the Foundation stage curriculum, i.e. the Areas of Learning and the Early Learning Goals.

Teachers will:

- Establish constructive relationships with children, taking account of differences and different needs and expectations
- Find opportunities to give positive encouragement to children, acting as positive role models
- Plan activities, which promote emotional, moral, spiritual and social development
- Provide positive images in books, displays etc. which challenge children's thinking and help them to embrace differences in gender, ethnicity, religion, special educational needs and disabilities
- Provide opportunities for play and learning which acknowledge children's particular religious beliefs and cultural backgrounds

### Equal Opportunities Statement

The whole school, including the governing body, is actively working to incorporate Staffordshire LEA guidelines for Equal Opportunity into our primary practice. We aim to ensure that the cross-curricular dimension of equal opportunity permeates all of the life and work of the school.

We recognise that a child's self perception can be influenced by his/her environment and so we aim to enhance our children's self-esteem and self-confidence by positively working to promote equality of opportunity.

All children have equal opportunity within and equal access to all areas of the whole school curriculum. This includes both the Programmes of Study and Attainment Targets for the National Curriculum subjects; other subject areas currently outside the National Curriculum and areas such as extra-curricular activities. All children are encouraged to participate equally in the full range of activities both inside and outside the classroom. Children and all staff are encouraged to value each other and build up and maintain co-operative working relationships both within school and in the community, such relationships being based on mutual respect for each other.

### Policy Review

PSHE and Citizenship will be a priority for development and review, when highlighted as part of the school's own monitoring cycle. process (SSRE).

### Links with Other Policy Statements and Procedures

- Child Protection
- Equal Opportunities
- Behaviour and Discipline
- School Aims
- Health and Safety
- Parents Partnership Visitors into School
- Home/School Contracts

### Evaluation

This policy will be monitored and evaluated annually by the Co-ordinator during the PSHE monitoring process. In case of amendments the governors' curriculum committee will review it.