



Stanbridge Lower School

PSHE and Citizenship Policy

September 2016

To be reviewed September 2018

1. Aims

1.1 key stage 1

Pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development.

To learn the basic rules and skills for keeping themselves healthy and safe and for behaving well.

To have opportunities to show they can take some responsibility for themselves and their environment.

To begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

To begin to take an active part in the life of their school and its neighbourhood.

1.2 Key stage 2-

To learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

To become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it.

To develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.

To learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.

To learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.

2. Rationale

Personal, Social and Health Education (PSHE) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

This policy goes alongside the schools Sex and Relationships Education Policy and Drugs Education policy.

This policy has been informed by the new National Curriculum 'Personal, social, health and economic (PSHE) Education' guidance, September 2013.

3. Teaching objectives-

- Developing confidence and responsibility and making the most of their abilities
- Preparing to play an active role as citizens
- Developing a healthy, safer lifestyle
- Developing good relationships and respecting the differences between people

4. Teaching the subject-

At Stanbridge Lower School we use a variety of teaching and learning styles in PSHE lessons. We follow the SEAL program closely at Stanbridge Lower School and SEAL lessons are taught as well as PHSE lessons. Our principal aim is to develop children's knowledge, skills and understanding in PSHE using the following teaching styles:

- Circle time
- Working in pairs/small group
- Whole class discussions
- Brainstorming
- Using drama and role play
- Use of stories/poems
- Use of outside agencies and their visits into school- Including local police, fire brigade

- Information gathering and sharing.
- Problem solving.
- Understanding another point of view.
- Working with feelings and imagination.
- Reflection, review and evaluation.
- School Council
- SEAL lessons when appropriate
- SEAL assemblies when appropriate
- Small groups taking part in SEAL activities

5. Principles of Teaching and Learning-

PSHE is timetabled into each class once a week but also is taught through Science and other curriculum subjects. All learning objectives for PSHE and citizenship are covered within the PSHE scheme of work and SEAL activities.

Children will be taught in their normal class group. Foundation stage children will be taught in the same class as Year 1 children and will follow the KS1 rolling programme.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results
- setting tasks of increasing difficulty where not all children complete all tasks
- grouping children by ability and setting different tasks when needed
- using additional adults to support the work of individual children or small groups.

In Foundation, Key Stage 1 and 2 the curriculum for PSHE is delivered within a two year rolling programme.

6. Assessment-

Pupils' progress and learning in PSHE will be regularly assessed against the appropriate learning outcomes. This will be carried out through teacher/LSA plenary and be children using the traffic light cards at the end of lessons.

7. Monitoring and review-

The monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE coordinator and headteacher. The work of the PSHE coordinator also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Medium term plans will be monitored at the start of each term.

8. Resources-

Resources are listed in the scheme of work. Teachers can use the Health for Life books and SEAL materials.

9. Confidentiality and Advice-

- Making sure that pupils and parents or carers are aware of the school's Confidentiality Policy and how it works in practice
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and giving them support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- Reassuring pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate
- If there is any possibility of abuse, following the school's Child Protection Procedure
- Making sure that pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young people's advice service
- Using ground rules in lessons

10. Special Educational Needs-

Young people with special educational needs will be given help to develop skills as part of a whole school inclusive programme. Work may be planned in different ways in order to meet the individual needs of young people with special educational needs.

11. Monitoring and Evaluation-

- Staff will be involved in the monitoring and evaluation of PSHE on a regular basis
- A nominated Governor will have a link role between the school and the Governing Body
- Children will evaluate their own learning at the end of lessons using the traffic light cards
- Pupil progress in PSHE will be reported to parents in the yearly pupil report.

12. Links to other Policies-

These include:

Sex and relationships
Equal Opportunities
Child Protection
Anti-bullying
Confidentiality
Drugs Education
British Values
Science

Copies of these policies are available to all stakeholders of the school. They can be found in the Head Teacher's Office.

This policy will be reviewed every two years.

Eve Forbes
PSHE and Citizenship coordinator

Rosemary Godwin
Head Teacher
September 2018

This policy has been read, discussed and its implementation agreed by teaching and support staff.

This policy was ratified by the Full Governing Body

Date of meeting

SignedChair of Governors