



Calow Church of England (V.C.) Primary School

Policy for P.S.H.E. and Citizenship

This policy is a statement of the aims and principles for the teaching of Personal, Social and Health Education (P.S.H.E.) and Citizenship at Calow Church of England (V. C.) Primary School.

Rationale

Personal, Social and Health Education (P.S.H.E.) and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active responsible citizens. Pupils are encouraged to participate in a wide range of activities in the life of the school and in the wider community. They are encouraged to reflect upon their experiences by considering the spiritual, moral, social and cultural issues that are part of growing up. By understanding and respecting the diversity and differences that constitute our world the pupils will form effective relationships that are an essential part of life and learning.

Aims

Our aims in P.S.H.E. and citizenship are for children:

- To learn the basic rules for keeping healthy
- To learn about themselves growing and changing
- To be aware of safety issues
- To behave in a positive way
- To be aware of their own and other people's feelings
- To be aware of the views and needs of others
- To learn social skills – co-operation, sharing, turn taking etc.
- To participate actively in the life of the school and the wider community
- To learn about the wider world and communities within it
- To make informed choices about their health and environment
- To develop respect for other people and their belongings
- To become responsible and independent members of the school and wider community
- To develop self-confidence and self esteem
- To learn about British Values.

Procedures

Children are encouraged to participate in discussions, investigations and problem solving activities. They are involved in agreeing classroom rules and behaviour. Visitors from the local community are invited into school and children go out into the local area and beyond.

P.S.H.E. and Citizenship is taught in a variety of ways:

- Timetabled weekly lessons following a scheme of work
- As a discreet subject e.g. circle time, role play, discussion, visitors
- As the focus of Collective Worship
- As an inclusive part of the curriculum e.g. R.E., science, geography, P.E., English
- As whole school events such as school visits, awards, house points, school council and Eco council

Scheme of Work

The Primary National Strategy, Social and Emotional Aspects of Learning (SEAL), is used throughout the school as a basic scheme of work alongside other resources. The Healthy Schools curriculum guidance for Sex and Relationships Education is also used.

Teaching Methods

P.S.H.E. activities and experiences will be planned and prepared with clear learning intentions identified. Active learning and time for reflection will play an important part of the learning process. Appropriate teaching methods should be used which allow children to explore ideas, individually, as a group or as a whole class. Children should be provided with opportunities to work co-operatively with others, setting their own targets and criteria for success within given criteria and to evaluate their own and other peoples work in a constructive way.

Assessment, Recording and Reporting

Pupil progress will be assessed at the end of each strand.

Methods of assessment include:

- Teacher observation
- Oral discussion
- Recorded evidence e.g. written/pictorial
- Role play activities
- Assessment against the Intended learning intentions included in the SEAL scheme of work

Assessment can be by the individual, peers or teachers and used for individual or class target setting. Progress is reported informally at our twice yearly parent consultations and in written form at the end of the school year.

A variety of recording opportunities will be utilised such as the use of displays e.g. class rules, written activities, responses to issues and posters

Inclusion of Vulnerable Pupils

Calow Church of England (V.C.) Primary School is committed to ensuring that all children are able to access resources and the curriculum at an appropriate level, where the needs of individuals are catered for to ensure that all children are able to reach their full potential. It is the responsibility of class teachers to ensure that differentiated work is available at appropriate levels for the children in their class, taking account of levels of ability.

Differentiation may be provided by activities of varying degrees of difficulty with differentiated learning intentions, different expected outcomes and use of an alternative range of resources or the amount of support given. The progress of vulnerable pupils is tracked to ensure their needs are met appropriately.

Higher Attainers

Children that are Higher Attainers P.S.H.E and C should be given relevant extension tasks which further their learning and these tasks should be detailed on the relevant planning. Higher attaining children should be given a wide range of challenging tasks that help them to learn new skills as well as improving existing skills. Teachers needing support with differentiated activities may consult the various planning resources used in School or the advice of the Subject Leader.

Continuous Professional Development

The P.S.H.E and C Subject Leader will take part in various courses, where appropriate, in order to enhance their understanding. The subject leader will disseminate relevant information and ideas to other teachers within the School verbally or through staff meetings. Needs are identified by each teacher and relevant discussions and reviews are made.

Resources

Resources for P.S.H.E. and citizenship are kept in each classroom and centrally in the library area and staff room. (See appendix A for a list of resources).

Assessment, Recording and Reporting

Children's progress is monitored through observation and by using planning and learning intentions. Teacher assessments are made at the end of each unit or topic using a range of relevant assessments. Pupils are given feedback verbally and written feedback is also provided through "bubble and block" comments in line with the

School's Marking and Feedback policy. The school assessment cycle includes work scrutiny for P.S.H.E and Citizenship. Attainment in P.S.H.E and Citizenship is reported on the end of year reports.

Monitoring and Evaluating

The Subject Leader will monitor teaching and learning P.S.H.E and Citizenship as part of the schools development plan and in line with the monitoring policy. Monitoring takes place through the school environment, professional dialogue and lesson observations. Samples of children's work in P.S.H.E and Citizenship and photographs of P.S.H.E and Citizenship displays are also kept. Meetings are held with the student council to gain their opinions about P.S.H.E and Citizenship lessons, resources, visits and visitors etc. An action plan is developed yearly leading to an end of year position statement about teaching and learning in P.S.H.E and Citizenship. The link governor is actively involved, meeting with the subject leader to discuss action plan progress and the position statement.

Policy review date: April 2015

Appendix A

Resources

Folens - Citizenship and personal, Social and Health Education Scheme

Skills for the Primary School Child Part 1 Foundation Programme, Tacade

Scholastics – P.S.H.E., Teachers Resource Books – Key Stage 2

Oxford Reading Tree Scheme – relevant titles

Early Years Big Books and Story Books (e.g. Goldilocks and the Three Bears etc)

Playgrounds Books – Being Bullied, Feeling Left Out etc

Food Technology Facilities

Primary National Strategy – Excellence and Enjoyment: social and emotional aspects of learning

R-Time resources

Healthy Schools Curriculum Guidance for Sex and Relationships Education

Related Policies

- Admissions and Attendance policies
- Child Protection Policy
- Code of Conduct Policy
- Equal Opportunities Policy
- First Aid Policy
- Health and Safety Policy
- Drugs Education Policy
- Road Safety Policy
- Sex Education Policy
- Critical Incident Management Plan