



Theale Church of England Primary School

PSHE/Citizenship Policy

It is not only for what we do that we are held responsible, but also for what we do not do.

John Baptiste Moliere

The Importance of PSHE / Citizenship

The requirements of the Education Act of 1986 states that every pupil be entitled to a broad and balanced curriculum which:

“Promotes pupils’ spiritual, moral, social and cultural development, preparing them for life as effective citizens of the future”.

Citizenship/Personal and Social and Health Education are at the heart of the learning process and as such underpins not only the curriculum, but all aspects of school life. It is concerned with the development of the whole child and as such requires a whole school approach. It is vital that all those involved in the life of the child at home and school contribute to his/her personal and social development.

Through PSHE/Citizenship at Theale Church of England Primary School, we hope to reflect the aims of the school, but in particular:

To help the pupils care about themselves and their well-being and to care about others

To learn and apply appropriate behaviours in a range of situations and circumstances, including tolerance, promotion and appreciation of personal differences

To equip pupils with the necessary knowledge, skills, attitudes, confidence and independence with which to communicate effectively, make decisions, develop their own values and play an active role in today's society

To develop an increasing awareness of and responsibility towards the immediate and wider environments, encouraging children to take responsibility for themselves and their actions

To help children to become active, responsible and knowledgeable citizens

Aims

PSHE/Citizenship helps children develop as members of schools, neighbourhoods and wider communities. It is concerned with issues of right and wrong, rights and responsibilities, fairness, rules and laws, power and authority, equality and diversity, communities and identities, democracy, conflict and co-operation. As children grow and develop, citizenship helps them to think and talk about issues relating to these concepts as they encounter them in their own lives and in the lives of others (including as depicted in the media).

The National Curriculum and Expectations

PSHE/Citizenship is central to the school curriculum. Its strands run throughout all National Curriculum subjects and RE and its cross curricular nature aims to add breadth to the curriculum.

The 6 cross-curricular themes that are covered in PSHE/Citizenship topics are:

1. Self Awareness
2. Health Education
3. Citizenship
4. Global Citizenship
5. Environmental Education
6. Industrial and Economic Education
7. Careers Education

Self-Awareness - enhancing the self-esteem of children is now acknowledged as a key factor in the promotion of more positive relationships, learning and behaviour within the classroom and in the wider community. It aims to recognise individual qualities, promote compassion and acknowledge individual worth.

Health Education is concerned with giving pupils the necessary knowledge, skills and attitudes to make informed decisions about their lifestyles. It concentrates on keeping safe and healthy, and tackles issues involved with relationships, family life, sex education and substance abuse.

Citizenship aims to introduce pupils to their rights, roles and responsibilities within society. It hopes to instil in pupils a greater awareness and an appreciation of the different values, cultures and lifestyles in our society. It explores the need for democracy and laws and looks at different roles and jobs within the community. Our RE Scheme of Work will be an important resource in teaching this theme. Local Community representatives are invited in to talk to the children.

Global Citizenship aims to develop children's understanding of their rights, roles and responsibilities with a worldwide perspective. Links with an international school, such as the Sally Foundation in Uganda, will be set up and developed in order to provide the children with a global view of their peers. Children will learn about their peers in the link school, the similarities between them and what it is like where they live. They will develop and maintain communication links through letters, shared experiences and where possible electronic contact such as web chat and email.

Environmental Education is closely linked with citizenship in that it concentrates on social responsibility for the environment. It aims to raise pupils' awareness of issues facing the environment and encourages active participation in resolving problems such as pollution, limited energy resources and waste disposal. It looks at the effects of human activity on the environment and concern for living things and will be explored through our Geography Scheme of Work.

Industrial and Economic Awareness explores the role of pupils as consumers and the world of industry. Pupils will investigate production of goods, supply and demand, buying and selling and workplaces. It links environmental issues with industrial growth and the use of natural resources and provides plenty of opportunity for decision making and discussion.

Careers Education follows the theme of job roles and prepares pupils for career decisions in later life. At primary level this strand of PSHE concentrates mainly on the achievements and goals of individuals, and their early understanding of jobs and work places.

Approaches to PSHE/Citizenship

As already mentioned PSHE/ Citizenship encompasses the whole of the school and the child. For this reason it is approached in three different ways, through:

The informal curriculum

Cross curricular teaching

A discrete programme of PSHE/Citizenship

The Informal Curriculum

The personal and social education of pupils is to be covered not just through the formal curriculum, but through the ongoing ethos of school life. All staff work together to produce an environment in which pupils feel secure and valued. There is an ethos in which pupils feel confident to express their feelings and concerns openly, where they know they will be listened to and treated fairly. Positive relationships in school are encouraged, both between staff and between pupils and a consistent standard of behaviour is expected, both inside and outside the classroom (see behaviour policy). Pupils are treated equally and fairly in accordance with the equal opportunities policy, and feel that they are valued and respected members of the school community. Through our collective worship themes children will regularly address the PHSE/citizenship topics covered throughout their time in primary school.

Cross Curricular Teaching

Many aspects of PSHE/Citizenship are taught through the National Curriculum subjects and RE. Existing topics provide substantial opportunities for exploring the six cross curricular themes and in this way it can be used to enrich and add breadth to the curriculum.

The Discrete PSHE Programme

There are inevitably certain areas of PSHE/Citizenship which do not easily lend themselves to cross curricular teaching or which need to be given special attention in a separate programme. The time allocated to this programme will vary across the school, but teachers will set aside time each week to cover these areas and other issues which may arise from day to day in the classroom.

Planning

Modules have been identified as a framework for all our PHSE/Citizenship lessons and these are revisited throughout the child's time in school with development of ideas and areas covered as the children mature.

The modules covered are:

Personal Management

Citizenship - Our school

Keeping Healthy (including sex and relationships education)

Relationships - Family life

Keeping safe (including drug education)

Relationships - Peers

Citizenship - the local community

Global Citizenship - the wider world

NB foundation stage cover areas of learning as indicated in the Foundation stage curriculum and particularly in the Personal Social and Emotional area of learning.

Teaching Methods

During the teaching of Citizenship/PSHE, the following approaches are included:

Class discussion (eg circle time, debating)

Physical expression (through PE, Music, Drama and Role Play)

Stories

Whole class teaching

Individual and group work

Decision making exercises (eg school council)

Activities take place in an environment where every child's contribution is valued and pupils feel confident to share their feelings and attitudes in a non-threatening situation.

Learning experiences are essentially child centred, encouraging active involvement and the development of interpersonal skills.

Equal Opportunities and Special Needs

Citizenship/PSHE takes place in an ethos where every child's contribution to the life of school is valued and their individual needs are recognised. Every pupil will be given equal opportunity to follow the National Curriculum or Foundation Stage Curriculum irrespective of their ethnic or linguistic background, gender, disability or religious beliefs. Children with Special Educational Needs will have full access to the PSHE/Citizenship curriculum which will be modified to best meet their needs. Those identified as Able, Gifted and Talented in PSHE/Citizenship will be given opportunities to develop their skills.

Parental Involvement

It is recognised that to achieve the aims of the Citizenship/PSHE programme, both school and home need to work together in supporting and educating the child. The school welcomes parents actively encouraging their contribution to school life by:

Holding regular formal parent/teacher interviews and frequent informal dialogue in order to build up mutual support

Providing open days/evenings at various stages throughout the school to give parents information and to develop their understanding

Sharing with parents, teaching plans and information particularly with regard to the more sensitive issues such as drugs and sex education

Fostering both active and positive relationships with parents and being able to work with them if problems should arise at home or school

Outside Agencies

The use of outside agencies and expertise provides an excellent resource and brings relevance to the society of which the child is part. These may include Church, police, school nurse, fire service, local businesses, etc.

In addition we value contributions from other members of the local community to share their experiences (eg the elderly, people from other religions/cultures).

We aim to actively involve parents as an integral part of our Citizenship/PSHE and to forge a supportive home/school partnership. It is recognised that staff work alongside visitors and are aware that they may not always have a teaching background.

Celebration of achievement: assessment, recording and reporting

Pupils do not pass or fail within the area of PHSE/Citizenship, but rather they have the opportunity to reflect on their own learning and personal experiences through:

Class discussions and circle times and good news assemblies once a week

The use of personal target setting throughout both key stages and in Foundation stage where personal goals are set and strategies are agreed to reach them

The use of positive behaviour strategies such as keep it slips and red letters. (see Behaviour policy)

The sharing of knowledge and understanding in collective worship

Whole school display work

The progressive use of monitors and buddies and the allocation of jobs and responsibilities through both key stages

The process of assessment has a positive impact on pupils' self-awareness and self-esteem. It contributes to a developing sense of community and belonging, helps create a positive atmosphere in school and develops the pupils' sense of pride.

Monitoring

The monitoring of PSHE/Citizenship will take the form of classroom observations, monitoring of planning, work scrutiny, interviews with children, learning walks and monitoring of displays. The subject leader, working with the head teacher is responsible for the monitoring of PSHE/citizenship. The headteacher will report to governors through a termly report.

Links to Other Policies

See also:

Positive Behaviour policy

Sex Education policy

Drug and education policy

Collective worship policy