



FERNDALE PRIMARY
SCHOOL

PSHE and Citizenship Policy

2013



Ferndale Primary School

PSHE and Citizenship Policy

Reviewed January 2013

'PSHE comprises all aspects of schools' planned provision to promote their children's personal and social development, including health and wellbeing.'
(*Preparing Young People for Adult Life, 1999*)

This policy has been drawn up in line with the Every Child Matters agenda, National Curriculum Framework for PSHE and Citizenship and SEAL Primary Strategy.

Co-ordinator

The PSHE Co-ordinator is responsible for:

1. Drawing up a Scheme of Work for PSHE, SEAL and Citizenship;
2. Monitoring its delivery;
3. Reviewing and updating the resources needed;
4. Monitoring and reviewing the Policy on a regular basis.
5. Attending PSHE meetings.

Aims

By teaching PSHE and SEAL we are developing the self-awareness, positive self-esteem and confidence to enable children to:

- stay as healthy as possible
- keep themselves and others safe
- develop social skills
- have worthwhile and fulfilling relationships
- respect the differences between people
- develop independence and responsibility
- play an active role as members of a democratic society
- make the most of their own and others' abilities
- manage their feelings
- develop their self awareness

- create an environment where good learning takes place

Education for citizenship comprises three interrelated strands.

1. Social and moral responsibility. On entry to school we will provide opportunities for children to develop self-confidence and learn socially and morally responsible behaviour both in and out of the classroom, towards those in authorities and towards each other.

2. Community involvement. Children will be given opportunities to become involved in helpful ways in the life and concerns of the local community.

3. Political literacy. Children will begin to develop an awareness of the institutions, issues, problems and practices of our democracy.

4. Cultural awareness. Children must be encouraged to understand and value the multi-cultural and multi-ethnic nature of our society and to foster positive attitudes to all people.

Implementation

The school will adopt a whole school approach to implementing the PSHE, SEAL and Citizenship curriculum, as we believe the many aspects of school life influence the children's development in these areas. This policy is linked to the School's Spiritual, Moral, Social and Cultural (attached); Behaviour and Discipline; Child Protection, Sex and Relationships (attached), Drug and Alcohol Awareness (attached); Health and Safety; Early Years, Racial Equality, Disability and Gender Policies and the School's Mission Statement. It will reflect the ethos of the school.

Foundation Stage

We teach PSHE, SEAL and Citizenship to children of Foundation age as an integral part of the topic work covered during the year. For the Foundation children 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.

Provision

The whole school approach requires different forms of curriculum provision:

- Discrete curriculum time
- Teaching PSHE, SEAL and Citizenship through and in other curriculum subjects
- PSHE, SEAL and Citizenship activities and school events

Discrete Provision

This will be a separately planned time such as circle time discussions. The children should be taught:

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share opinions on things that matter to them and explain their views
- to take part in discussions with one other person and the whole class
- to take part in a simple debate about topical issues
- that they belong to various groups and communities, such as family and school
- what improves and harms their local, natural and built environments and about some of the ways people look after them
- to contribute to the life of the class and school
- how to make simple choices that improve health and well-being
- to listen to other people and play and work co-operatively
- to manage and control their feelings during conflicts and disputes
- to develop a simple understanding of democracy and the basic institutions that support it
- why and how rules and laws are made and enforced
- to consider how they learn

Much of the above is linked to the teaching of other curriculum areas but by having a separate time to reinforce the above skills, we will enable the children to prepare for working on School Councils and other democratic bodies in the future.

Teaching Through Other Curriculum Areas

In the Programmes of Study, 'The National Curriculum Handbook for primary teachers in England' identifies some links with the PSHE framework, e.g.

English: skills in enquiry and communication; stories that illustrate aspects of personal and social development;

Mathematics: aspects of financial capability; counting and sharing;

Science: drugs (including medicines); sex; health; safety and the environment;

DT: health and safety; healthy eating; realising that people have needs as they generate design ideas; use of technology;

ICT: internet safety; communicating with others; finding information on the internet and checking its relevance;

History:	use of sources; reasons for and results of historical events, situations and changes; diversity within societies studied; significant people, events, ideas and experiences of people of the past;
Geography:	topical issues concerning environment; land use; study of the local area and places in different parts of the world; differences in culture and traditions.
Art & Design:	reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures;
Music:	making the most of abilities in playing and singing; issues of cultural diversity, their value and their expression;
P.E:	teaching and learning about health and safety; development of personal and social skills through team and individual activities, games and sports;
R.E:	religious and moral beliefs, empathy and respect for religions, values and practices that underpin and influence personal and social issues and relationships.
Assemblies:	values led assemblies within a Christian Ethos

PSHE, SEAL and Citizenship Activities and School Events Residential experiences, visits and special days or weeks in school provide opportunities for children to plan and work together, and develop and maintain relationships under different circumstances. The links with pastoral care, including the Home/School Linkworker are also important and children should understand the role of the other staff within the school for this.

Teaching and Learning

A range of strategies should be used. These include:

- active learning
- enquiry
- discussion and participation in SEAL and citizenship activities, e.g. assemblies and visitors
- class and whole school themed topics, e.g Green Day, Fairtrade, charitable fundraising
- providing resources that reflect diversity and are free from discrimination and stereotyping,
- using a range of teaching strategies that are based on their needs,
- ensuring access to every activity where it is safe and reasonable to do so.

Pupils develop their knowledge, skills and understanding by working together on:

1. School projects, i.e. developing the school grounds.
2. Making decisions, i.e. discussing the Behaviour/Discipline Policy and our expected codes of behaviour and school rules for all pupils within the school or in the outside community.
3. Taking responsibility and reflecting on their experiences, i.e. how to be proactive about protecting themselves and knowing where to get help if they are concerned about their welfare.
4. Sustainability and becoming an Eco School
5. Links with local, national and global communities

Opportunities will be provided for visitors to come into schools to share their expertise and skills and complement the work of the teacher. Visitors will include the school nurse and dentist, local policeman, fire service, the local vicar and religious organisations, voluntary organisations and charities including charities for the disabled, Council Officers, people from different backgrounds and cultures, etc.

Parents

The close relationship with parents plays a major part within the ethos of the school. It is also particularly important in the development of PSHE, SEAL and Citizenship, as differences between home backgrounds will influence the approach used by the teacher when considering the needs of individual children when planning the delivery of the curriculum.

Equal Opportunities/SEN/Inclusion

All children matter and are given every opportunity to achieve their best. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

Assessment, Recording and Reporting

There are two broad areas for assessment:

- children's knowledge and understanding, e.g. information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy;

- how well children can use their knowledge and understanding in developing skills and attitudes, i.e. through participating in discussions, group tasks, managing conflict, making decisions and promoting positive relationships.

Achievement in PSHE, SEAL and Citizenship is recognised through the use of Phase rewards and merit badges.

Curriculum Support

Personal, social and health education and citizenship at key stages 1 and 2 document outlines curriculum support material and organisations.

The Foundation Curriculum for the Early Years outlines objectives with Personal and Social Education.

Resources

Cross-curricular resources, such as videos and photo-copiable sheets are available centrally. Resources can also be used from DECCA (<http://www.trustdecca.com/>).

Review

This Policy will be reviewed as part of an ongoing programme of Curriculum Review detailed within the School Development Plan, unless LA or Government initiatives require it to be done sooner. Governors will regularly have an opportunity to oversee the policy is being carried out accordingly.