



Personal Social Health Education (PSHE) and Citizenship Policy

Mission Statement – ‘Growing and learning in Christ through faith, family and friendship’

Aims and objectives

We believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

At Holy Trinity CE Primary School we believe that education is not just about academic achievement, important though it is for all children to achieve the highest academic standards possible. Nor is the success of the School to be measured by its position in annual league tables or national test results. Education is about developing children who are caring, understanding individuals who are prepared to be responsible future citizens.

The needs of our children

Holy Trinity Church of England Primary School admits children between 4 and 11 years old. The School serves one of the most deprived areas within Lancashire is ranked in the bottom 5% of most deprived Schools in Lancashire. An increasing number of children have experienced family break up, domestic violence, substance misuse and poverty. A high percentage of pupils in School access the pupil premium grant.

Our objectives in the teaching of PSHE and citizenship are to:

- know and understand what is meant by a healthy lifestyle;
- be aware of safety issues.
- understand what makes for good relationships with others;
- have respect for other people and show sensitivity towards others;
- be thoughtful and responsible members of their community and their school;
- become active members of our democratic society;
- develop self-confidence and self-esteem;
- make informed choices regarding personal and social issues;
- develop good relationships with other members of the community.
- anti-Bullying and how we should treat others with respect
- understand what it means to be a British Citizen in today’s society.
- nurture the self-esteem and emotional development of all our pupils
- prepare our pupils for the challenges of secondary education and adult life

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Teaching and learning

We use a range of teaching and learning styles to meet the PSHE and citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations, circle time and problem solving activities. The over use of worksheets or written work is discouraged in this subject as it is recognised that active learning is most effective. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. When any external visitors are used the guidelines and visitors policy is adhered to and sessions are always supervised by their class teachers.

PSHE and Citizenship curriculum planning

We organise the PSHE and citizenship curriculum in a variety of ways. Sometimes, for example when dealing with issues in drugs education, we teach PSHE and citizenship with the support of the Life Education services. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects, for example science, geography and physical education. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons and through our daily act of worship.

We also develop PSHE and citizenship through various activities and whole school events. For example, the school council representatives from each class meet regularly to discuss school matters. We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership skills and positive group work.

Parental consent is always requested before our Year 5 and 6 children take part in sessions which include puberty and sex education content.

The Early Years Foundation Stage

We teach PSHE and citizenship in reception classes as an integral part of the curriculum which is assessed on an on-going basis. As the reception class is part of the Early Years Foundation stage we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) particularly those which focus on personal, emotional and social development. 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. We also support citizenship education in reception classes, when we teach "how to develop a child's knowledge and understanding of the world".

PSHE and citizenship and ICT

ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

PSHE and citizenship and inclusion

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties.

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For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider commitment. Children with SEND may have differentiated tasks or adult support to enable them to access the curriculum.

Child Protection and Confidentiality

As there may be sensitive issues which are discussed in PSHE and citizenship there are opportunities for children to make unexpected disclosures to staff. Staff are familiar with the Safeguarding and Child Protection policy and aware of who is the designated senior lead and back-up designated senior lead. If a disclosure is made or if staff need advice they should contact the designated senior teacher immediately.

Assessment

Our teachers assess the children's progress in PSHE and citizenship by observing their participation in class and their relationships with their peers and adults. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

We do not set formal assessments in PSHE and citizenship. A record of the schools progress and achievements in PSHE is monitored in a School File, which is updated regularly by the Subject Leader.

A specific section for reporting on a pupils progress in PSHE is included in the School report which parents receive at the end of the academic year.

Resources

We draw upon nationally produced material to support our work in PSHE and citizenship, including the SCARF Education programme. We have a collection of books to assist with the teaching of PSHE and citizenship in a central store, in KS1. There are also a selection of books in the library which supports personal development and citizenship.

Monitoring and review

The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also: supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE;

The quality of teaching and learning in PSHE is monitored and evaluated by the Head teacher as part of the school's agreed cycle of monitoring and evaluation. The Subject Leader and Head teacher will ensure that the school keeps up-to-date with new and current global issues as they arise and deals with these issues in a sensitive and appropriate way.

This policy will be reviewed every two years or sooner if necessary – next review date March 2020.