



PSHEC POLICY

Warden House Primary School

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Agreed by Governing Body: Katie Cottrell
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PSHE & Citizenship Policy

Rationale

'The National Curriculum Handbook' (*DFES/QCA*) states that the school curriculum should support children in two areas:

1. *The school curriculum should aim to provide opportunities for all children to learn and to achieve.*
2. *The school curriculum should aim to promote pupil's spiritual and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.*

These aims are interdependent, with children's spiritual, social and cultural development and well being greatly affecting their ability to learn and achieve.

Personal Social and Health Education (PSHE) and Citizenship are planned provision for personal and social and emotional development.

Children learn about themselves as developing and changing individuals and as members of their communities. It builds on children's own experiences and the early learning goals for personal, social and emotional development.

The PSHE curriculum has four strands:

- To develop children's confidence and encourage them to make the most of their abilities.
- To prepare children to play an active role as citizens.
- To encourage children to develop a healthy safer lifestyle.
- To help children to develop good relationships and respect differences between people.

Purposes

- For children to recognise their own worth, work well with others and become increasingly responsible for their own learning and actions.
- To develop skills in language, decision making and assertiveness.
- To help children gain access to information and support.
- To enable children to participate in society and to value themselves and others.

- To develop children's confidence and responsibility, making sure their abilities are fully recognised and used.
- To prepare children to become informed, active, responsible citizens.
- To develop children's knowledge, skills and understanding to enable them to lead confident, healthy, independent lives.
- To promote tolerance of and respect for others and recognise the differences between people.
- To reflect on their experiences and understand how they are developing personally and socially.
- To begin to tackle spiritual, moral and cultural issues.

PSHE & Citizenship Policy

Guidelines

1. PSHE will be taught for a **minimum** number of hours per week:
 - **Key Stage 1 & 2:** 40 minutes per week
 - **Foundation Stage:**
Nursery & Reception: No formal timings in Nursery, Within Reception; children should experience 2 x 15 minute whole class sessions per week. Reception teachers are encouraged to respond to the needs of their class and adapt IFS and other whole class sessions as necessary to address these matters.

The teaching of PSHE should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to governing principles, detailed below – within a caring and supportive climate, providing all children with an equitable, standardises, balanced, child-centred, ICT- rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. The School's Long Term Plan provides a framework be delivered through termly themes.
3. The school aims to develop a coordinated approach to children's personal' social and emotional development, supported by the school's ethos. Other school policies such as behaviour, health and safety and bullying will also impact on children's personal, social and emotional development.
4. The PSHE Syllabus contains planning at lesson-level. These long-term plans should provide the starting point for lesson planning. Each plan should be carefully adapted to fit in with lesson timings; however, in doing so, teacher objectives and lesson structure will need to be upheld.
5. Long term plans should state clearly the learning intention in and the must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.

6. PSHE will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks. Teachers must be responsive in their teaching and adapt lessons to embrace real issues, relevant within their classes.
7. The Headteacher will occasionally use Monday assemblies to teach concepts from within the PSHE Scheme of Work, as well as use this forum to strategically respond to whole-school individual issues arising from within school and addressing matters raised by staff and children alike.
8. Within circle time/PSHE lessons, teachers will skilfully use differentiated questioning to:
 - Engage children in effective pupil demonstration and modelling;
 - Scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
 - Develop 'sustained shared thinking';
 - Identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - Offer children focused feedback.
9. Children should be encouraged to speak clearly and listen carefully to others. Whenever possible, questioning and discussion should also be encouraged between pupil and adult, and pupil and pupil.
10. Some of the themes relate directly to work in science, geography and history and may be delivered through a cross-curricular approach. Other topics, such as those dealing with feelings and relationships and making choices can be effectively explored through circle time activities.
11. In Circle Time children are involved in discussion, making choices, sharing ideas and opinions, and responding to others.
12. Clear rules should be established so that children feel safe with each other when they are discussing challenging and potentially diverse subjects such as hygiene, feelings and relationships. They need to feel confident and comfortable to be able to express their ideas without fear of being laughed at or thought of as silly.
13. Through effective group work, children share their knowledge and develop personal and social skills.
14. As in all others curriculum areas teachers should identify the intended learning objectives and share these with their class.
15. Children should also be given the opportunity to reflect on what they have done, how they feel, what they have learnt and what they will do next.
16. Children will also need to learn and practise skills to help them to make choices and decisions for themselves e.g. to choose healthy foods or say no to friends. Children learn these skills through discussion and role-play.
17. Teachers should encourage as much discussion as possible, using small group and whole group activities. By using open ended, exploratory questions teachers encourage children to express their opinions and lead them to articulate reasons for their thinking. Discuss with children whether some reasons for actions are better than others.
18. The Scheme of Work is intended to support the children's emotional development and help them develop emotional resilience and resourcefulness.
19. Children need to understand how to form and maintain relationships and for this to happen they need to develop the ability to look at things from other people's point of view.

20. Opportunity is given for children to recognise their own feelings and emotions and to feel comfortable and confident about them. This will help them to develop empathy for others.
21. PSHE is also delivered through children's involvement in the life of the school and the wider community through participation for example in assemblies, 'golden time', fundraising activities or caring for the school environment.
22. Celebration of achievement contributes to children's self-esteem. It helps children develop a sense of community and belonging and helps develop a positive atmosphere in school. The school has a system of rewards, which is set out in the behaviour policy.
23. Teachers will integrate ICT wherever appropriate into all lessons.