



MORTON CE (CONTROLLED) PRIMARY SCHOOL

POLICY FOR PERSONAL, SOCIAL AND HEALTH EDUCATION including CITIZENSHIP

1 INTRODUCTION

- 1.1 PSHE & Citizenship are planned elements of the whole curriculum that promotes the spiritual, moral, cultural, mental and physical development of children at our school and prepares them for the opportunities, responsibilities and experiences of adult life.
- 1.2 This policy reflects the consensus of opinion of the whole teaching staff. It was agreed by the governing body at the meeting held in the Autumn Term of 2014.
- 1.3 Our school has a strong Christian ethos and this is reflected in our teaching of PSHE. Pupils will use their understanding of Christian values of responsibility, friendship, compassion, trust, forgiveness and respect whenever we share and learn together.
- 1.4 The implementation of this policy is the responsibility of all members of staff and should be incorporated into the planning of both KS1 and KS2 and the Foundation. It will be overseen by the Headteacher and the Curriculum team in charge of PSHE and Citizenship.
- 1.5 This policy will be published on the school website and therefore available for all parents to view. Parent governors in addition to staff and pupils were involved in the development of this policy.

2 THE NATURE OF PSHE

- 2.1 The PSHE and Citizenship framework of the National Curriculum comprises four interrelated strands which support children's personal and social development. These strands are:-
 - Developing confidence and responsibility and making the most of their abilities.
 - Preparing to play an active role as citizens.

- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

- 2.2 The framework for PSHE & Citizenship is designed to help give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.
- 2.3 Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities.
- 2.4 Pupils learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

3 ENTITLEMENT

- 3.1 All areas of the curriculum, including PSHE and Citizenship, need to take account of the principles of inclusion and equal opportunities.
- 3.2 PSHE and Citizenship are overtly concerned with the personal and social development of each child and so by their very nature need to take as their starting point and build on the knowledge, understanding, ideas, views, perceptions, insights, interests, experiences, background, culture, concerns, values, attitudes etc of each child.
- 3.3 PSHE and Citizenship go further by requiring young people to explore directly the issues of inclusion and equality of opportunity. It also means addressing issues such as bullying, racism and sexism. All pupils will learn together in appreciation and respect of each other irrespective of disability, race, religion, nationality, sex, gender identity, sexual orientation of the pupil or family members.
- 3.4 PSHE will be given a high standing within our curriculum. Teachers will work with pupils to create an effective and safe learning environment. The environment will encourage children to express their thoughts, feelings and opinions. All other children will be supportive and non-judgemental when discussing personal ideas.

4 IMPLEMENTATION

4.1 PSHE and Citizenship will be provided through a combination of:-

- Discrete curriculum time
(Eg separate planned curriculum time ie Circle Time and Co-operative games.)
The planned Scheme of Work for PSHE and Citizenship is based on Health for Life by Noreen Wetton and Trefor Williams as advised by Healthy Schools Standard. This is part of the KS1 and KS2 Curriculum Maps.
- Teaching through and in other subjects/curriculum areas;
- Including the use of the SEAL cross curricular learning resource

and

- PSHE and Citizenship activities and school events
Examples of such activities and events include: school councils, projects; working with local authorities; special days/weeks on health; visits from the school nurse; residential experiences, planning class activities, fundraising for charities, taking part in assemblies, guidance and support systems, such as peer mentoring schemes eg - the buddy bench and playground games organized by Class 5.

5 SENSITIVE ISSUES

- 5.1 Learning from real-life experience is central to citizenship. Sensitive and controversial issues are certain to arise. Children should not be sheltered from such issues; through them, they can develop an important range of skills, including listening, accepting other points of view, arguing a case, dealing with conflict and distinguishing between fact and opinion.
- 5.2 Issues that are likely to be sensitive or controversial are those that have a political, social or personal impact and arouse strong feelings and/or deal with questions of value and belief. Sex education, religion and politics are all likely to fall into this category. Others may include: family lifestyle and values; physical and medical issues; law and order; financial issues; unemployment; environmental issues; bullying and bereavement.

- 5.3 Teachers will seek to avoid bias in accordance with Sections 406 & 407 of The Education Act 1996.

6 CONFIDENTIALITY

- 6.1 In the context of PSHE and Citizenship, children may sometimes make personal disclosures either in class or to individual teachers. This should be followed up according to School Policy.

7 ASSESSMENT, RECORDING AND REPORTING

- 7.1 At KS1 & KS2 there are no statutory requirements for end of Key Stage teacher assessment in PSHE and Citizenship. However, teachers will report on the progress of all children in reports to parents at the end of the academic year. The Profiles for Foundation Stage will also comment on their progress in this area. Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding.

8 BACKGROUND DOCUMENTATION

- 8.1 This policy was informed by reference to the QCA/DfES Curriculum Guidance for Citizenship and The National Curriculum Handbook.
- 8.2 This policy is linked to the ICT, the E-safety and Acceptable Use, Drug, Food and Safeguarding Policies.

Agreed by the Governing Body: December 2014