

Personal, Social and Health Education and Citizenship Policy (PSHE)

Aims and objectives

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help 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 as School Ambassadors. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society.

The objectives of PSHE and citizenship are to enable the children to:

- know and understand a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of a community, such as school
- understand what is meant by 'Democracy' and be positive and active members of a democratic society
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the community
- actively promote British Fundamental Values (BFV)
- a knowledge of and respect for public institutions and services

Teaching and learning styles

We use a range of teaching and learning styles to teach PSHE and citizenship. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, for example charity fundraising or the planning of special school events such as an assembly. 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, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways. Sometimes, for example, when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete

subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. 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. The school also makes use of the PSHE Association's Programme of Study for teaching PSHE and citizenship at Key Stages 1 and 2.

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 a residential visit 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.

The Early Years Foundation Stage

We teach PSHE and citizenship in Reception as an integral part of the curriculum. As the reception class is part of the EYFS, 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. We also support citizenship education in Reception classes, when we teach 'Understanding the World'.

Teaching PSHE and citizenship to children with special needs

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. Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) - please refer to the SEND Policy. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenship targets.

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 community. Please refer to our Able, Gifted and Talented (AGT) Pupils Policy.

PSHE, citizenship and computing

Computing contributes to the teaching of PSHE and citizenship in that children in computing classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the internet and email.

Assessment for learning

Our teachers assess the children's work in PSHE both by making judgements as they observe and listen to children during lessons and by marking their recorded work against specific learning objectives from the PSHE Association programme for Key stage 1 and 2. We report the children's achievements in PSHE to parents each year, alongside their achievements in all other curriculum areas.

Monitoring and reviewing

The PSHE and citizenship coordinator and headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports colleagues in their teaching by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The coordinator is also responsible for giving the headteacher an informal annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Drugs

We take a positive and proactive approach to the issue of drugs and this policy aims to:

- Give a clear view on the use of drugs in school
- Give information about what is taught and how it is taught
- Give guidance to teachers, support staff and visitors about drug education
- Give guidance on the administration of medicines

What is taught

Key Stage 1 focuses on medicines and how to be safe, being ill and getting better, being safe with household substances and risks.

Key Stage 2 focuses on effects and risks of smoking and alcohol, resisting pressure to do wrong and making safe decisions.

Where it is taught in the curriculum

Drug education is taught mainly through PSHE and citizenship and through relevant topics in science e.g. My Body. Drug education is also delivered through opportunities in Literacy. All classes establish clear ground rules to ensure that pupils discuss opinions with respect and listen to one another as well as ensuring that pupils and teachers do not disclose personal information.

How pupils' learning is assessed

Pupils' progress in drug education is assessed as part of PSHE and citizenship assessment and science assessment. Pupils' knowledge, attitudes and skills are assessed through a range of methods including end of topic self-assessment and teacher assessment.

How it is monitored and evaluated

Monitoring and evaluation help plan future lessons and review the programme and improve the quality of teaching and learning.

The PSHE Coordinator is responsible for monitoring and evaluation. A range of methods are used including lesson observations and looking at pupils' work. Teachers use the scheme of work to monitor what they are covering and record whether they make changes.

Management of authorised drugs

We believe that there are circumstances, when some legal drugs are authorised for use in school. These are prescribed medicines, hazardous chemicals (and solvents) and alcohol.

(i) Prescribed Medicines

Staff do not administer medicines to pupils unless a parent/carer has visited the office, completed and signed a prescribed medicines form. This states the medicine prescribed, the name of the pupil, the dosage and any other further administration information. Another member of staff will witness the administration of the medicine and sign the prescribed medicines form in addition to the member of staff who had given the medicine to the pupil. Details about administration of medicines can be found in the Administration of Medicines Policy.

Those pupils in Years 3 to 6 that need inhalers are responsible for their administration and carry them with them, for easy access, and parents complete a permission form. Asthma inhalers for pupils in other years, are kept with the teacher for safe and easy access.

Staff are aware of any serious medical conditions which affect pupils in their class.

(ii) Non-prescribed medicines

Staff do not give any non-prescribed medicines to pupils and they are not allowed to be brought to school.



(iii) Hazardous chemicals and volatile substances (solvents)

Arrangements for the secure and safe storage of chemicals, eg for cleaning, are set out in the Health and Safety Policy

(iv) Alcohol

There are occasions when alcohol is authorised at school during parent's events and staff social events. Staff accompanying pupils on field trips or school journeys are not permitted to drink when responsible for pupils.

Smoking Policy

This is a no smoking school and smoking is not allowed anywhere on the premises.

Links to other policies

This document should be read in conjunction with these other school policies:

- Able, Gifted and Talented (AGT) Policy
- SEND Policy
- First Aid, Illness, Administration of Medication and Accident Policy

This policy will be reviewed annually		
Reviewed: February 2013	By: Lin Goodier	changes
Reviewed: May 2013	Martha McLachlan	Minor formatting for continuity, link to Assessment Policy
Reviewed: July 2014	Lin Goodier	Changes to Program of study and assessment
Reviewed: 10 th September 2014	Jessica Ainley	Assessment information updated
Reviewed: June 2015	Lin Goodier	References to Target tracker for PSHE updated. Drugs policy integrated into the PSHE policy. Promotion of Fundamental British Values.
Reviewed: 12 July 2016	Lin Goodier	



Reviewed: 13 July 2017	Lin Goodier	Reference to topic work changed
Reviewed 12 th July 2018	Lin Goodier	ELG changed to 'Understanding the World'
Next review: August 2019		