

**St Andrew's CEVC Primary School, Great Yeldham**



**POLICY  
FOR  
Personal, Social, Health &  
Emotional (PSHE)  
AND CITIZENSHIP**

**Review co-ordinated by Jenny Gallagher  
May 2009**

**St Andrew's CEVC Primary School  
Church Road  
Great Yeldham  
Halstead  
Essex  
C09 4PT**

## **RATIONALE**

PHSE and citizenship are the planned and unplanned elements of the whole curriculum that help to give the knowledge, skills, and understanding pupils need to consider to enable them to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. In undertaking PHSE and citizenship, children learn to recognise their own worth, work well with others, and become increasingly responsible for their own learning and choice making. They learn to understand and respect our common humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

## **AIMS**

PHSE and citizenship is a foundation subject within the NC. Through the teaching, and actively seeking and promoting opportunities for PHSE and citizenship, we aim to:

- address the 'Every Child Matters' agenda;
- provide pupils with the skills to make informed choices;
- encourage confidence, self-esteem and a sense of emotional and physical wellbeing;
- develop an understanding of the needs and rights of others and self;
- develop pupils' awareness of the misuse of drugs and harmful substances and practices;
- encourage children to value the contribution made by individuals and institutions to our society and wider in the world;
- help children develop socially through collaborative working;
- develop an understanding for just law and rule making that takes into account the needs and fights of the individual and that of society;

- provide equal opportunity for all pupils to reach their potential, regardless of their race, gender, cultural background or ability;
- contribute in a positive and valued manner to the ongoing development of the school as a 'social microcosm.'

## **CHILDREN'S EXPERIENCES**

Pupils will be given opportunities to experience, investigate and learn through:

- the direct teaching of skills;
- guided discovery of issues both planned and unplanned;
- taking part in activities which are designed to promote success and receive recognition for achievements;
- taking responsibility;
- involvement in organising events, resources and others;
- meeting and working with other students, teachers, adults and professionals;
- acting as ambassador for class, team, school etc;
- having access to a range of options and to exercise choice based on informed debate;
- exercising leadership skills;
- seeking to act as a good role model for others to emulate;
- developing an emotional literacy to understand, deal with and appropriately express feelings;
- responding appropriately to the feelings and reactions of others;
- managing one's own feelings;
- communicating effectively;

- being an effective listener;
- being independent learners through individualised learning.

## **SCHOOL'S PROVISION**

The school is aware that PHSE and citizenship is not restricted to be only taught in the classroom. It is an all-embracing element that is woven into the very fabric of the school. Therefore it is the responsibility of all staff to facilitate pupils to take an active involvement in caring for and helping others and forming a social conscience. It is the responsibility of the class teacher to plan a broad and balanced curriculum that is relevant to their pupils needs. The subject leader will be available to consult where needed. Planning will be yearly, half-termly and weekly. Themes may be cross-curricular, specific, derived from the QCA schemes of work, from other sources or arising from a particular incident or event e.g. Healthy Schools Award. Plans will refer to the NC programmes of study. Teachers will deliver PHSE and citizenship through:

- providing lessons planned with appropriate objectives and resources;
- a variety of presentation that may include drama, role play, 'hot seating', literature, art, music, performance, educational visits, visitors, debates, circle time, etc;
- displaying a respect for the views of others;
- starting from and build upon children's current knowledge, understanding, skills, language, experience, concerns and interests;
- engaging with real issues through participation in community projects and mini-enterprises;
- where possible, contexts for learning should be relevant to the children and make use of actual situations and current issues;
- providing an environment that values the children's responses to the world about them;

- developing 'Thinking Skills' as identified in the NC information-processing, reasoning, enquiry, creative thinking and evaluation and others such as questioning, decision making, interpreting, selecting, analysing, negotiating, philosophising, researching and presenting;
- seeing the school as a health-promoting community;
- raising awareness of environmental issues;
- developing an economic awareness.

## **ORGANISATION**

The school will follow the NC guidelines for the time allocated for teaching at KSI & KS2. Early Years provision will follow the curriculum as outlined in the Foundation Stage document. Delivery of PSHE and citizenship shall take into consideration that:

- provision may be provided through a combination of discrete curriculum time, teaching through and in other subjects, involvement in school activities and events such as sports, clubs, school council, concerts, play leaders, monitors;
- sensitive and controversial issues, such as sex, drugs, racism, religion and politics are addressed with balance, accurate information and in a safe, non-threatening environment;
- pupils must be made aware that it may be necessary for the school to act on certain disclosures and therefore pupils have a choice to their actions when wishing to make information known;
- confidentiality will follow the schools policy of 'who needs to know';
- pupils may work in a variety of settings, such as on their own, with a partner, in groups or as a class;
- planning provides progression, continuity and subject coverage throughout the school;

- differentiation may be by task or outcome.

## **MANAGEMENT**

The management of the curriculum is to be overseen by the Head, assisted by the subject leader. The class teacher will oversee the delivery of the subject to their class. The school shall liaise with the governing body through the governor who has responsibility for PSHE and citizenship. Long and medium term planning will be monitored by the subject leader.

## **EQUAL OPPORTUNITIES**

All pupils shall have the same access to activities to the subject regardless of their gender, race or cultural background. All pupils to be provided with learning experiences that are aimed to enable them to experience success, pleasure, gain confidence, self esteem, a healthy approach to living and heighten their awareness into the aspects of citizenship

## **BARRIERS TO LEARNING AND PARTICIPATION**

The PHSE and citizenship curriculum should fulfil the needs of all pupils. The planned curriculum should take into account pupils with IEPs that may address sensory, physical, cognitive, emotional and/or behavioural difficulties. Where appropriate arrangements for extra adult and/or specialist equipment help may be sought.

## **IMPLEMENTATION**

The curriculum is to be planned using the agreed format. Planning will address yearly, half-termly and weekly objectives. Content will include reference to the QCA schemes of work. Staff will consult the Long Term Curriculum Planning (Themed) for long term and rolling programme planning. PHSE and citizenship work may stand alone or be complimentary to cross-curricular tasks. Examples of good of behaviour, endeavour, effort and citizenship will be highlighted at

occasions such as assemblies, special events and end of year certificate ceremonies.

## **ASSESSMENT**

Class teachers provide monitoring for individuals using the Foundation Subject monitoring proforma each half term.

Teachers will assess progress against the planned objectives. This shall inform the planning process. Pupils may receive feedback on their work verbally (see verbal assessment document) or by written comments. Teachers may enlist Learning Support Assistants to contribute to the assessment process. At KS1 and KS2, there are no levels or end of key stage statements for PSHE and citizenship and there is no requirement for end of key stage assessment in relation to these. However as part of a planned programme, teachers will need to identify clear learning outcomes in terms of knowledge, understanding, skills, values and attitudes and pupils progress in relation to these will need to be assessed, recorded and reported. This will form part of the annual report to parents.

## **RECORDING AND REPORTING**

Opportunities for reporting progress to parents will be at the termly parents' evenings and in the end of year report.

## **INSET**

Opportunities for staff development may include:

- pooling and sharing expertise;
- in house led workshops;
- training to address professional development requirements.

## MONITORING AND EVALUATION

The head teacher has overall responsibility for monitoring and evaluating the curriculum, in consultation with the subject leader and staff. This process may involve:

- assisting staff with planning and assessment;
- lesson observations;
- collecting pupil responses to ascertain their learning;
- reporting to governors at curriculum meetings;
- liaising with governor with responsibility for the subject;
- assisting with SENCO and staff with IEPs;
- recording outcomes and events for future reference.

## RESOURCES

- Folens Scheme;
- Play leader equipment;
- School Council Budget;
- Parachute;
- Health and Safety Resources;

***Review by Jenny Gallagher – May 2009***

***Shared with staff – May 2009***

***Agreed by Governors –***

***Review date – May 2012***