



# PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP POLICY

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## Purpose

Personal, Social and Health Education (PSHE) and Citizenship enables children to become healthy, independent and responsible members of society and is now a statutory requirement. We encourage our pupils to make a positive contribution to the life of the school and the wider community. In so doing we develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multi-cultural society.

## Aims

The aims of personal, social and health education are to enable the children to:

- Know and understand what constitutes a healthy lifestyle (Be Healthy)
- Be aware of safety issues (Stay Safe)
- Understand what makes for good relationships with others;
- Have respect for others;
- Prepare for responsibilities and experiences of adult life;
- To have increased involvement in the life of the school;
- Develop good relationships with other members of the school and the wider community (Make a positive contribution).

## Teaching and Learning

We use a range of teaching and learning styles to teach PSHE and citizenship. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We encourage the children to take part in a range of practical activities that promote citizenship, e.g. charity fundraising, the planning of class assemblies and involvement in an activity to help other individuals or groups less fortunate than themselves. We offer children the opportunity to hear visiting speakers, such as health workers, police and representatives from the local churches, whom we invite into school to talk about their role in creating a positive and supportive local community.

We use the SEAL – Social and Emotional Aspects of Learning – a scheme of work to facilitate our teaching of PSHE and citizenship. Each half term has a new theme which becomes a whole school focus. Within each theme there are suggested lesson plans and resources to facilitate learning.

We also use Values based Education across the whole school where the children focus on a particular value each month.

Those children who demonstrate positive qualities, such as team work, are awarded a specific cuddly toy (e.g. Teamwork Teddy) to remain on their desk until it can be passed on to the next child.

We teach PSHE and citizenship in a variety of ways across the curriculum.

Sometimes we introduce PSHE and citizenship through other subjects e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of our local community. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from Y2, Y3 and Y4 class meet regularly to discuss school matters. We have a weekly celebration assembly where children's achievements (in and outside of school) are celebrated and they become "Superstars of the Week". We offer a residential visit annually for Y4 children where there is a focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. We have introduced a "Playground Pals" system, where older children are trained to play appropriate games at lunchtimes, with younger children.

Year groups have a selection of appropriate resources from the SEAL scheme of work, and the PSHE subject leader holds a selection of reference materials relevant to particular subject areas. Other sensitive issues are dealt with by the appropriate agencies that visit the school.

We teach PSHE and Citizenship to all children regardless of their ability. When teaching PSHE and citizenship we take into account the targets set for the children on their Individual Education Plans (IEPs). Any children who have been identified as requiring additional guidance, will work in small groups on the Silver SEAL materials.

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### **Assessment, Recording and Reporting**

There are no formal arrangements for assessing individual children's progress in developing social, emotional and behavioural skills included in the SEAL resource. Within each theme overview, however, there are descriptions for each age group of what children will know, understand and be able to do following the successful completion of work on the theme. Teachers assess the children's work in PSHE and citizenship by making informal judgements. Children's progress in PSHE is reported annually to parents.

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### **Management Support**

The PSHE and citizenship subject leader will work with the children, Headteacher and class teachers to ensure quality of provision across the year groups and to identify how effectively SEAL is being implemented in the school. This will be conducted through observation and discussion.

NB This policy should be read in conjunction with the School's Community Cohesion Policy and Nurture Group Policy and the Safeguarding Policy.

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### **Equal Opportunities**

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

### **Disability Discrimination**

Scott Lower School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
  - Eliminate discrimination that is unlawful under the Act
  - Eliminate harassment of disabled persons that is related to their disabilities
  - Promote positive attitudes towards disabled persons
  - Encourage participation by disabled persons in public life
  - Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.
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