

Personal, Social, Health and Economic Education and Citizenship Policy

New End Primary School

Rationale

The purpose of this policy is to clarify and provide guidance on the content and approach to teaching PSHE and citizenship. Although the provision of PSHE and citizenship teaching in Primary schools is non-statutory, a framework and schemes of work for this area of the curriculum have been provided by the Qualifications & Curriculum Authority (QCA; now QCDA) and there is now an expectation that the teaching of PSHE and citizenship are planned for and implemented as part of whole-curriculum provision. Knowledge, skills and understanding of aspects of PSHE and citizenship are essential for learning. In particular, personal and social development play a significant part in children's ability to learn and achieve. This policy gives clear guidance for the school community on PSHE and citizenship curriculum provision. The PSHE & C curriculum contributes significantly to the personal development and well-being of children, the quality of provision being described in detail in the school's self-evaluation form (SEF).

Aims

The aims are:

- to develop in children confidence and responsibility and to make the most of their abilities
- to prepare them to play active roles as citizens
- to develop a healthy and safer lifestyle
- to develop in children the skills to form good relationships and to respect the differences between people.

We believe that the PSHE and citizenship curriculum will teach children the values and respect for others and for the learning environments that they will experience at New End. This learning will have benefits for every child's attitude to learning and attainment and achievement.

Governor and Staff Responsibility

Role of the Governing Body

Governors will:

- ensure that there is a link governor responsible for PSHE&C, who will meet regularly with the PSHE&C subject leader
- ensure that arrangements for the teaching of PSHE&C throughout the school are reviewed annually and agreed and meet any statutory requirements (including the teaching of sex and relationship education and drugs education).

Role of the Headteacher

The Head-teacher will:

- Ensure INSET time, when appropriate
- Provide a budget for sufficient resources
- Enable the co-ordinator to work alongside other staff, where appropriate
- Liaise with staff about record keeping and assessment
- Ensure the monitoring of teaching and learning through lesson observations and intake of PSHE&C outcomes across the school
- Report to Governors, where appropriate, about the development of PSHE&C and progress made

Role of the PSHE & C Co-ordinator

The PSHE & C Co-ordinator will:

- ensure that all staff are aware of policy
- ensure that PSHE&C has a valued profile
- provide support to staff in ensuring effective PSHE&C provision throughout the school (this includes sex and relationship education and drugs education).
- monitor and evaluate PSHE&C teaching and learning
- ensure that PSHE&C provision is effectively and properly resourced
- develop a long term curriculum plan
- keep up to date with current initiatives

Role of the Class Teacher

The class teacher will:

- plan for, teach and evaluate PSHE&C units of work appropriate for the year group
- report on children's progress in PSHE & C in annual reports
- attend INSET, when necessary
- liaise with and work alongside the co-ordinator, when appropriate

Definition of PSHE and Citizenship

PSHE and citizenship help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Through PSHE and citizenship curriculum provision, children are encouraged to recognise their own worth, work well with others and become increasingly responsible for their own learning. They will reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They will 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. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning (for further details of these aspects, see the school's Racial Equality policy). Health education is also a key feature of the PSHE curriculum, including sex and relationship education and

drugs, alcohol and tobacco education. There are separate school policies for Drugs Education and Sex and Relationship Education.

Organisation and Resources for PSHE and Citizenship

The year-group specific content of the PSHE and Citizenship curriculum is contained in Camden LA's scheme of work for the teaching of PSHE & citizenship. This scheme of work incorporates relevant QCA schemes of work (e.g. for citizenship, drugs, alcohol and tobacco education) and Camden LA's framework for teaching sex and relationship education and drugs education. Camden LA also provides suggestions for the incorporation of the national SEAL teaching resource, and the school is working towards integrating this effectively. Further details of some aspects of the PSHE and Citizenship curriculum will be found in the school's drugs education, sex and relationship education, good behaviour and discipline and science policies.

We plan for the teaching of PSHE and citizenship and ensure that it is part of the teaching timetable in the short, medium and long term. The Camden scheme of work ensures that there is a balance across the year between the personal ('us'), the social ('people around us'), the health education ('keeping healthy and safe') and the citizenship ('our community') aspects of the curriculum. Often these are linked units of work.

Apart from regular direct PSHE teaching programmes and units of work (e.g. sex and relationship education lessons, drugs education lessons), there are a number of other ways that the PSHE and citizenship curriculum is taught.

- Opportunities across the curriculum, e.g. links with statutory curriculum subjects such as science, religious education, physical education, drama, geography, history, 'carpet time', show and tell, themed assemblies, circle time, literacy hour.
- Opportunities through extra-curricular activities, e.g. citizenship projects such as 'Junior Citizens', environmental projects (e.g. the walk to school scheme, recycling schemes), sponsored fund raising for targeted charities (e.g. Oxfam, Water Aid, Great Ormond Street Hospital Children's Charity), school council, visits and visitors, education-business initiatives, community service (e.g. work as a stairs monitor, class monitor/helper, New End Ambassador, recycling monitor, 'Power Ranger'), the 'Buddy' scheme ('New End Friends').
- Health Weeks (e.g. Walk To School Week, Healthy-Eating Week, Physical Activity Week etc.).
- Opportunities through self reflection, e.g. self assessment, setting targets, monitoring and celebrating achievement (such as class-based reward schemes or effort assemblies).
- Ethos of the school and its contribution to the promotion of personal and social development of children (see the school's Curriculum Statement).

Working with Parents

We recognise that the PSHE and citizenship curriculum cannot be implemented effectively without the support of parents and that much of the detail of New End's Home-School Compact relates directly to aspects of PSHE and citizenship. We appreciate the support

and involvement of parents/carers in our annual Health Weeks. Parents will be consulted on aspects of PSHE, such as the teaching programme for sex and relationship education and drugs education.

Assessing PSHE and Citizenship

Assessment of PSHE and citizenship will be based on the contributions children make in class discussion, the written work they produce, their commitment and involvement in the development of the school's positive ethos, through participation in, for example, school council, effort assemblies etc. There are numerous assessment activities in our whole-school scheme of work. Self-assessment by children will also form an important part of assessing children's achievements in PSHE. Comments on children's achievements in PSHE and citizenship will be included in each child's end-of-year report. Again, we recognise the crucial importance of a child's personal and social development and well-being to their learning and educational achievements in school and to their development as positive citizens. A very important part of our assessment of a child's skills in PSHE & citizenship will be their developing values and respect for others and the positive contribution they make to school life.

ICT and PSHE & C

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in PSHE & C.

Equal Opportunities

Equal Opportunities are an integral part of the school curriculum. Strategies are adopted to ensure that all children have the opportunity to succeed in the arts regardless of ability, gender, race and class.

Teachers are aware of these issues in their planning for PSHE & C. They should also raise the level of consciousness on these issues with children throughout, in all curriculum areas.

See Equal Opportunities Policy for full details.

Pupils with Special Educational Needs and Disabilities

All teachers will have in their class some children whose progress warrants special consideration. Their difficulties may have physical, sensory, behavioural, emotional or neurological causes, or may stem from a legacy of poor learning that inhibits their current learning.

Teachers should aim to include all these pupils fully in PSHE & C lessons.

Gifted and Talented

Children demonstrating a particular ability in PSHE & C should continue to be supported in achieving higher standards through extension activities provided in lessons and extra

curricular activities. The school should also ensure that where offered, children with particular aptitudes should have access to outside opportunities.

Pupils with English as an Additional Language

At New End we have a large number of children who have English as an Additional Language. These children must all be encouraged and assisted to reach their potential in PSHE & C.

Monitoring and Evaluating Policy and Practice

Monitoring and evaluating the effectiveness of the PSHE and citizenship curriculum will be carried out by class teachers and the PSHE and citizenship subject leader. PSHE and citizenship will be properly considered when deciding curriculum priorities for the school improvement plan. The PSHE & C subject leader will also regularly check class plans (both short- and medium-term) to ensure that PSHE and citizenship activities are being effectively planned for by class teachers and also that plans are being implemented. Monitoring and evaluation of PSHE and citizenship will be included in school self-evaluation alongside statutory curriculum subjects. There are link governors for citizenship and PSHE whose work involves monitoring the implementation of these curriculum areas on behalf of the governing body. The PSHE & C subject leader will meet regularly with these link governors. The Home-School Liaison committee of the governing body has a structured programme of meetings to monitor school improvement plan action plans for PSHE & C as well as the relevant sections of SEF (gathering views of the school community, quality of provision for personal development and well-being, quality of guidance and support for learners).

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