

PSHE and Citizenship Policy.

Rationale

At **Balby Street Primary School**, we believe that PSHE and Citizenship help to give pupils the knowledge and understanding, skills, attitudes and values they need to lead responsible, healthy, independent lives and to become informed, active, reliable citizens.

PSHE and Citizenship are involved in every aspect of daily life and as such, have an important part to play in educating our pupils. The opportunities and experiences involved through PSHE at school prepare our children for life as adults and enable them to deal with a variety of issues they may be faced with in their future lives.

The Aims of our School in PSHE and Citizenship.

Our children will be guided, encouraged and taught to:

- Develop confidence and responsibility and make the most of their abilities;
- Prepare to play an active role as citizens;
- Develop a healthy, safe lifestyle for themselves and others;
- Develop good relationships and respect the differences between people of different cultural backgrounds and communities.

We intend to achieve these aims by provision of:

- PSHE issues discussed when necessary in school;
- Teaching PSHE and Citizenship in a cross-curricular way in other subjects;
- Through PSHE and Citizenship activities and social events in and outside of our school.

A combination of these methods is needed for a whole school approach to develop, in our pupils, the self-awareness, positive self-esteem and confidence to:

- Stay as healthy as possible;
- Learn to keep themselves and others safe;
- Develop effective and satisfying relationships;
- Respect the differences between people;
- Develop independence and responsibility within the school and wider community;
- Play an active and positive role as members of a democratic society;
- Make informed choices regarding personal and social issues.

This framework aims to help children to:

- Value all their achievements;
- Deal with problems;
- Make own choices and be responsible for their own actions;
- Cope with new challenges now and in the future;
- Identify their strengths and strive to achieve goals.

Detailed objectives are outlined in the SEAL booklets.

Discrete Provisions.

At Balby Street School we use the SEAL programme to teach PSHE and Citizenship. 'This resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within our school.' (Excellence and Enjoyment: social and emotional aspects of learning)

The resource is designed to facilitate a systematic and spiral approach to learning.'

It consists of seven main themes, these are:

Theme 1: **New beginnings.**

Theme 2: **Getting on and falling out.**

Theme 3: **Say no to bullying.**

Theme 4: **Going for goals!**

Theme 5: **Good to be me.**

Theme 6: **Relationships.**

Theme 7: **Changes.**

'The SEAL curriculum materials are organised into colour-coded sets. There is a colour-coded booklet for each theme. Each colour-coded theme set includes a range of PSHE activities as well as ideas for follow-up work across the curriculum and exemplar lessons that are designed to promote the SEAL objectives in a range of subject areas.' (Excellence and Enjoyment: social and emotional aspects of learning)

Each theme is delivered to all year groups (F2-Yr6) systematically at the same time in order to allow for a whole school approach.

We also have a wide range of other PSHE resources in school to support PSHE and C.

In Nursery children follow the High Scope scheme approach in play that helps the children to raise their self-esteem.

Provision through other subjects

- **Literacy** - we read stories and poems to the children that reflect feelings and illustrate aspects of personal and social development. The literacy framework itself allows for many opportunities to discuss PSHE issues. Children are encouraged to talk to partners and work in small groups to discuss ideas. This also includes listening to one another and considering others' feelings when they share their thoughts.
- **Numeracy** - Children take part in lots of activities involving money and managing amounts. Children measure amounts to assist with cooking and baking. The use of time is regularly taught to help children in their everyday life.
- **Science** - Children discuss topics including drugs; sex; health and hygiene; safety and looking after the environment. These topics are taught in a variety of ways and allow children to talk about their ideas and listen to others.
- **Design and Technology** - Children learn about health and safety; healthy eating; planning and designing; use of technology to make our lives easier and the importance of thinking through ideas by using thorough planning and evaluating their own work.
- **ICT** - Children communicate with others via e-mails; finding information on the internet, creating different word documents using text and graphics, using simulations, databases and sharing equipment in a variety of ways. This improves children social skills as they learn how to work new ICT equipment.
- **History** - Children use a variety of sources; find out reasons for and results of historical events; important dates, situations and changes; diversities within society; significant people, ideas and experiences.
- **Geography** - Children learn about issues concerning the environment; land use; study of own and distant localities including LEDCs (Less Economically Developed Countries.) Use of maps to find key places and symbols. Globes to pinpoint areas of the world including rivers and seas.
- **Art** - Children are encouraged to reflect on and respond to ideas and experiences communicated through works of art, craft and design from different times and cultures. They are also asked to think about a piece of art work and its significance.
- **Music** - Children make the most of their abilities in playing a wide variety of instruments and singing songs of a varying kind.
- **P.E** - Children are taught about health and safety; development of personal and social skills through team and individual games, activities and sport and to be good competitors as both winners and losers. The importance of

looking after our bodies through good warming up activities and cooling down. A good understanding of the importance of exercise and how it helps us as individuals.

- **R.E** - Children learn about religious and moral beliefs, values and practices that underpin and influence personal and social issues and how they effect lives in our country and throughout the world.
- **French** - In Year 5 and 6 children learn to speak French. This allows children to learn about another language and culture. Furthermore, children learn new things about other people's lives.

Provision through activities and school events.

Our school residential visit to Cloughton for Year 5/6 enable children to use and develop different social skills that help them now and in the future with responsibilities and personal relationships.

Each class takes part in at least one educational visit every term plus interschool and intra school activities which allow children to mix with one another, meet children and adults from other schools whilst developing a broad and rich curriculum.

We also have themed weeks and special days for classes and the whole school which allow children to gain experiences of different activities and work with children of different ages and skills.

Teaching Styles.

We believe that PSHE and Citizenship teaching should include opportunities for:

- Teachers to teach one off lessons focusing on any key issues within the classroom.
- Discussion and interaction between the teacher and children.
- Children to interact more with one another and talk to children from different social groups.
- Appropriate and practical work where there is the opportunity for discussion and opinions shared.
- Children to reflect on old concepts, skills and knowledge and nurture all ideas so that everyone feels valued.

Teachers use a range of teaching and learning styles and resources to promote PSHE and Citizenship. These include the use of circle time, role play and drama,

mind maps, pair and group work, carousel, use of fiction, 'draw and write', circle of feelings, videos, music, CD-roms, posters and pictures.

Resources

We use a wide variety of resources from a number of different sources. All resources for PSHE and Citizenship are found outside Class 1 in the cupboard near the hall door. Teachers and other members of staff know where to access materials and are notified of any new resources available. The SEAL resources are found on the shelf in the staffroom.

All resources used are:

- Up to date in terms of factual content and graphics.
- Do not show unfair bias.
- Avoid racial, gender and sexual stereotyping.
- Are suitable for the age of the pupils.
- Conform to the legal requirements of the appropriate aspect of PSHE.

Use of visitors.

Visitors are sometimes invited into school to talk to the children about various issues.

These may include:

- School nurse - health issues.
- Police - railway safety.
- Police - drug abuse.
- Priest/Vicar - talk about a religious building and artefacts, special ceremonies and events.
- Actors - produce a play with or for children.
- Music teachers - teach children to play instruments.
- Historian - talk to children about a particular part of history and share artefacts and clothes.

These visitors support the teaching of the primary curriculum within our school. They are not left alone to teach a class but are supported by the teacher who may lead the overall session. The visitor is instructed on the content of the lesson and the expectations of the visit. This then allows the teacher to continue the lesson with appropriate follow-up activities.

At our school visitors are aware of the relevant policies that they must follow whilst in the school. These include behaviour management, sex and relationship education, drug education, child protection and equal opportunities. Visitors are instructed to work in a manner consistent with their requirements.

We use the 'Working in Partnership' document produced by South Yorkshire Healthy Schools.

Equal Opportunities.

We aim to ensure that all children have an equal opportunity to develop their potential within PSHE and Citizenship regardless of gender, ability, cultural or religious background.

Role of the co-ordinator.

- Lead the production of this policy and other curriculum documentation.
- Ensure continuity and progression throughout school and mixed year groups.
- Support colleagues in the development of their plans, in assessment and in record keeping.
- To check and monitor resources in school.
- To develop PSHE and Citizenship within school.
- To help and assist staff in carrying out regular PSHE lessons.
- To oversee its application within the classroom.
- To ensure the school policy benefits all the children and allows them to reach their full potential.
- Monitor progress and sample work in PSHE and Citizenship.
- Advise the Deputy and Headteacher of any outcomes from sampling and assessment.
- Take responsibility for ordering and organising the central resources for PSHE and Citizenship.

Assessment, reporting and recording.

Children self assess during lessons and also peer assess and comment on what they have learned. Children are given the opportunities to reflect on their strengths, needs and learning. This helps to improve their personal and social development.

Children are reminded of lessons and encouraged to think about what they have previously learned in terms of behaviour and personal development.

Formative assessment is used in every lesson to help the teacher decide on the nature of the next lesson and whether anything needs to be repeated.

Summative assessment takes place at the end of a topic or half term and teachers fill in the relevant assessment sheets explaining the nature of the work and who achieved the objectives and who didn't.

Progress in PSHE and Citizenship is reported to parents through parents evening and discussions about behaviour if necessary.

Review and Monitoring.

The school co-ordinator, with the SMT, is responsible for monitoring the planning for and delivery of the teaching of PSHE. The co-ordinator supports staff with the teaching of PSHE and makes all staff aware of any new resources available that may help with their teaching. The co-ordinator will also keep the Headteacher informed of any new developments and discuss any problems with the teaching of PSHE or ways to improve the subject. Non-contact time is provided for the co-ordinator to develop the subject within school, review resources and assessments and monitor pupil progress.

Professional Development.

Staff must feel confident about teaching PSHE by having the appropriate resources to use and being given correct training on certain areas including health and hygiene and drugs. Staff will be regularly updated on new ideas and resources and will be informed of networking opportunities with other schools.

Review date

This policy was written in _____

It will be reviewed in _____