



MARISH

Academy Trust



PSHE and Citizenship Policy

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Summary

Personal, Social and Health Education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. The aims of PSHE and citizenship are to enable the children to achieve the 5 core outcomes of Every Child Matters.

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2 Aims and Objectives

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of their school, the Academy Trust 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 teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to achieve the 5 core outcomes of Every Child Matters including:

- know and understand what constitutes 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 their school community;
- 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 school and the wider community;
- develop life skills which enable them to be successful and achieve economic well being after leaving school

This PSHE and Citizenship policy should be read in conjunction with the Trust Health and Safety, Behaviour and Anti-bullying policies.

3 Teaching and Learning Styles

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Very often will we use the R time Pairing Strategy as a vehicle for delivering short daily PSHE sessions, with the aim of all children having the skills to work with and negotiate with any of their peers within Trust schools.

The children are also encouraged to participate in circle time as a class to help build relationships and gain trust among their peers.

We support and motivate the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of Trust school's special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves.

We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the schools to talk about their role in creating a positive and supportive local community.

4 PSHE and Citizenship Curriculum Planning

We teach PSHE and citizenship in a variety of ways. Foundation Stage allows for opportunities throughout each day for PSHE and personal, social and emotional development (PSED) outcomes to be reached through a range of structured and ‘free-choosing’ activities inside and out. Key Stage 1 and 2 have a range of inclusive, interesting topics to be covered over each year. These topics are supported by R-Time, SEAL, Go-Givers and thought provoking schemes. These topics will also support each student’s PSHE development and support the National Curriculum’s non-statutory guidelines and QCA’s Assessment Criteria for PSHE. PSHE is taught as a discrete subject area each week in both Key Stages as well as through R time sessions across the whole curriculum.

Sometimes PSHE and citizenship is taught through other subjects across the Curriculum. 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 the PSHE and citizenship through our religious education lessons.

We also develop PSHE and citizenship through assemblies, activities and whole-school events, e.g. through the junior leaders being responsible citizens for playtime monitoring and general positive role model across the trust. Sports councillors are given responsibility for organising and running playground games in key stage two. There is also a school council in both schools, which holds regular meetings, and pupils lead assemblies which focus on issues of concern to the children, as well as reporting back to their peers on any school issues and supporting local and national charities. Both school’s offer residential visit to an outdoor pursuit centre in Key Stage 2, where there is a particular focus on developing pupils’ self-esteem and giving them opportunities to develop leadership and co-operative skills.

5 Foundation Stage

We teach PSHE and citizenship in reception and nursery classes as an integral part of the topic work covered during the year. As our reception classes are part of the Early Years Foundation Stage, we relate the PSHE and citizenship aspects of the children’s work to the aspects set out in the Development Matters curriculum guidance. Our teaching in PSHE and citizenship matches the aim of developing a child’s personal, emotional and social development as set out in Development Matters curriculum guidance. We also support citizenship education in Foundation classes when we teach ‘how to develop a child’s understanding of the world’.

6 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. When teaching PSHE and citizenship we take into account individual targets.

7 CU and Study Support

Children are provided with the opportunity to attend Children’s University and study support, which all assist with the children’s work and development in PSHE and citizenship.

8 Assessment and Recording

Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum and the 'End of Key Stage Statements' set out by QCA. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

9 Resources

We keep resources for PSHE in a specific PSHE Resource Area and some in classrooms in both schools. Our PSHE and citizenship subject leaders hold a selection of reference materials for teaching sensitive issues.

10 Monitoring and Review

Our PSHE and citizenship subject leader in each Trust school is responsible for monitoring the standards of children's work and the quality of teaching. The subject leaders support colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in each Trust school. The subject leader is also responsible for providing reports to the Executive Head teacher and the Governing Body, evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

11 Healthy Schools

Trust schools aim to enhance health of all stakeholders by providing a safe environment for pupils to learn, work, thrive and where they can be listened to. The Academy Trust sustains partnerships and encourages everybody to have their say.

Being a health 'promoting school' involves the whole school population. The Academy Trust has agreed key ideas for development as follows:

- the ethos of each school and its environment;
- the health education curriculum;
- the links forged with families and the community.

11.1 Ethos

Marish Academy Trust Ethos is based around three core rules:

- Show good manners at all times.
- Care for everyone and everything.
- Follow instructions straightaway.

These rules for life and be used within and beyond school and help staff to:

- Provide a safe, secure and stimulating environment which encourages pupils to be health- and safety – conscious both in out of school.
- Actively promote opportunities which develop pupils’ self-esteem and self-confidence, enabling them to take initiatives, make choices and exercise responsibility for their own and others’ health.
- Foster a whole-school and Academy Trust-wide understanding and sharing of the schools aims for health education and the contribution that individuals can make through their respective skills and personal qualities.
- Create a school climate in which good relationships, respect and consideration for others flourish.
- Promote the health and well being of all staff and pupils and consider the role of staff as exemplars of a healthy lifestyle.

11.2 The Curriculum

This is based on ensuring the outcomes of Every Child Matters for all children by:

- Formulating a range of health and well-being related policies which are in accord with the Trust aims – for example, those concerned with nutrition, physical activity, substance misuse and bullying.
- Implementing the health and well-being related policies and monitor any changes in pupil’s knowledge, skills, attitudes and behaviour.
- Planning a coherent health education curriculum which complies with statutory requirements and is accessible to all pupils.
- Ensuring that teaching is informed, is of a consistently high quality, and is based upon a positive approach which recognises the importance of starting with pupils’ existing levels of understanding and experience of health matters.
- Providing stimulating challenges for all pupils through a wide range of physical, academic, social and community activities.

11.3 Links with Families and the Community

In order to develop positive relationships with all stakeholders we will:

- Liaise effectively with other schools, pupils’ parents and guardians and the community on a range of health, citizenship and well being initiatives.
- Make effective use of outside agencies and specialist services to advise, support and contribute to the promotion of health, well-being and citizenship values either directly or through the curriculum.