



St. Hilary School

Personal, Social and Health Education and Citizenship

Introduction

Personal, Social and Health Education (P.S.H.E.) 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 the school 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 ensure that they experience the process of democracy in school through the election and membership opportunities provided through the House Captain and School Council Programmes, and through the annual Year 5 trip to London (the Houses of Parliament).

Aims

The aims of P.S.H.E. and citizenship are to enable the children to:-

- Know and understand what constitutes a healthy lifestyle.
- Be aware of safety issues and teach children how to keep themselves safe.
- Understand what makes for good relationships with others.
- Have respect for others regardless of race, gender and mental and physical disability.
- Be independent and responsible members of the school community.
- Be positive and active members of a democratic society.
- Develop self confidence and self esteem and make informed choices regarding personal, social and safety issues.
- Develop good relationships with other members of the school and the wider community.

Rationale

P.S.H.E. and Citizenship in our school will follow the Framework for P.S.H.E. and Citizenship, given as non-statutory guidance in the National Curriculum. This framework will be delivered through a variety of teaching strategies but mainly using SEAL guidance. It cannot just be taught as a separate subject, although this is an appropriate teaching strategy. It will also be taught through cross-curricular links, collective worship (often the theme for collective worship identifies, promotes and celebrates one of the school's values) and other activities or school events (residential visits, enrichment, special activities planned to allow the children to work together under different circumstances) and School Council, which provide links with parents and members of the outside community.

A whole-school approach will be used to implement the framework. This policy has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Equal Opportunities Policy, Race-Equality Policy and Safeguarding policies.

In following the framework our pupils will be taught the four key components of P.S.H.E. knowledge, skills and understanding:

1. Developing confidence and responsibility and making the most of their abilities.
2. Preparing to play an active role as citizens.
3. Developing a healthy, safer lifestyle.
4. Developing good relationships and respecting the differences between people.

In following the framework for Citizenship our pupils will be taught:

1. Social and moral responsibility.
2. Community involvement.
3. Political literacy.

Procedure

Teaching and learning

The school uses a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. P.S.H.E. and Citizenship will be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- Regular specific curriculum sessions take place, in order to develop themes and share ideas, e.g. circle time.
- Opportunities within other curriculum areas, e.g. links with drama and role-play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices in RE.
- Activities will be provided as group, class or school events and initiatives, e.g. community projects, school productions, assemblies for parents and friends, celebration assembly and annual residential trips for the Years 4, 5 and 6 pupils.
- Opportunities for playing co-operatively using play equipment at playtimes and lunchtimes.
- Full involvement of the children when visitors come into school.
- In the Foundation Stage, P.S.H.E. is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional and social development.
- Much of the curriculum is delivered through oral and practical activities. Where appropriate pupils will record or investigate their work using a variety of mediums including books, CD-ROMs, internet, specific adults, e.g. medical agencies, police service, fire service etc. This encourages children to develop their learning to enquiring skills and assists in equipping them for adult life.

Special Needs

P.S.H.E. and Citizenship is taught to all our pupils, regardless of their ability. Learning opportunities are matched to the individual needs of children with learning difficulties. Activities and debates challenge our most able pupils to formulate personal views based on evidence they research and discuss.

Resources

A range of resources is being collected to assist with supporting and enhancing learning in P.S.H.E. SEAL documents and other published materials are used as a basis of teaching P.S.H.E. – these are modified and adapted as appropriate.

National Healthy School Standard

The school recognises the National Healthy Schools Standard as an effective vehicle to promote P.S.H.E. and Citizenship which offers an integrated whole-school process, set alongside nationally-agreed criteria, looking at health issues in their wider sense.

Our school is working with local partners and agencies to develop P.S.H.E. and Citizenship, including emotional health, sex and relationship education, drug education, safety (including e-safety), healthy eating and physical activity.

The key areas promoted are:

Personal, Social and Health Education

Healthy Eating

Physical Activity

Emotional Health and Wellbeing

Assessment, Recording and Reporting

Teachers assess the children's work by making informal judgements against specific learning intentions as they observe them during lessons, and from any work produced. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and community in all kinds of formats. Our Celebration Assemblies that take place each week, celebrate personal achievement and rewards thoughtful, caring behaviour.

Several learning intentions relating to P.S.H.E. and Citizenship will be included in each year group's interim reports (excluding the E.Y.F.S.) to parents on pupils' progress. Parents are kept informed on the progress of children in the E.Y.F.S. during parent consultations in the Autumn and Summer Terms, and in an annual report at the end of the school year.

Monitoring and Review

The Head Teacher and P.S.H.E. co-ordinator are responsible for monitoring the standards of children's work and the quality of learning and teaching. The Head Teacher and Co-ordinator supports colleagues in the teaching of P.S.H.E. and citizenship by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. All staff are responsible for evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

This policy will be reviewed as part of our ongoing review cycle.

Reviewed by: Teaching and learning committee

Date reviewed: 19.11.13

Headteacher: K Butcher

Date: 19.11.13

PSHE/Ct Leader: K Jelbert

Date: 19.11.13

Chair of governors: Mr P Scrase

Date: 19.11.13

To be reviewed: Autumn 2015