



Personal, Social and Health Education and Citizenship Policy

This policy applies to all pupils at Weston Green School, including those in the Early Years Foundation Stage.

Reviewed: Autumn 2015, Autumn 2016

Next review: Autumn 2017

Aims and Objectives

We believe that Personal, Social and Health Education (PSHE) and Citizenship should give pupils the knowledge and skills they need to lead independent, healthy and confident lives and to become informed, active and responsible adults.

We aim to provide children with the tools to understand how they are developing personally and socially and whilst doing so, allowing them to be able to tackle successfully many of the moral, social and cultural issues that are part of growing up. Through PSHE, we focus on well-being and the development of skills to enable pupils to embrace change, feel positive about themselves and grow up enjoying healthy, safe, responsible and fulfilled lives. In terms of economic well-being and financial capability, we aim to teach pupils to begin to develop as questioning and informed consumers.

The PSHE programme contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. We recognise that developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

We make every effort to ensure that each child receives equal access to the PSHE and Citizenship curriculum regardless of ability, gender and culture. The programme of study takes into account the ages, aptitudes and needs of all pupils, including those with an EHC plan.

The programme of study promotes the fundamental British values of democracy, respect for the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. It prepares them to play an active part in modern British society.

Staff recognise their responsibilities under the Prevent strategy which aims to prevent the radicalisation of young people. Pupils are given the opportunity to understand the principle of democracy through the PSHE and Citizenship programme of study and by standing for the School Council or other positions of responsibility.

Staff are also aware of the possibility of FGM occurring within some cultures – they recognise the need to report any suspicions in this area arising from attitudes expressed or comments made during discussions and are also alert to any girls involved in unexplained absences.

The programme of study is deliberately flexible, giving staff the opportunity to respond to events and situations as they arise and to adapt or revise sessions according to the needs of the class or group.

Delivery of the PSHE and Citizenship programme

The curriculum is delivered in a variety of ways, through class circle time from EYFS upwards, in Assemblies (both key stage and whole school), by visiting speakers such as health workers, police and local clergy who are invited into school to talk about their role in creating a positive and supportive local community, as well as in class philosophy sessions.

The process of developing the key skills is ongoing and permeates many areas of school life, both outside the classroom as well as within it.

Aspects of the PSHE and Citizenship programme are covered in a variety of other areas of the curriculum eg Science, ICT and PE.

Fundamental to PSHE and Citizenship is the need to discuss sensitive, challenging and sometimes controversial social and moral issues and to make sense of them in the context of the pupils' own experiences. Sessions are designed to teach all pupils from EYFS upwards to:

- discuss views which may be contrary to their own
- give and receive relevant suggestions and criticism
- promote appreciation, courtesy, concern, respect, responsibility and understanding

The PSHE programme aims to equip all pupils with a range of skills and strategies, across the broad areas of learning outlined below, to enable them to build their knowledge and understanding and develop their attitudes and values. This begins during the Early Years Foundation Stage and is developed during KS1 and KS2. We recognise that the acquisition of the desired skills and strategies is a continuous process that lies at the heart of the educational experience and contributes to the overall development of each child.

PSHE: broad areas of learning

1. **Identity**
2. **Relationships**
3. **Healthy, balanced lifestyle** (physical, emotional and social)
4. **Risk** (identification, assessment and how to manage) and **Safety** (including behaviour and strategies to employ in different settings)
5. **Diversity and equality**
6. **Rights, responsibilities and consent**
7. **Change** (as something to be managed) and **resilience** (skills, strategies and inner resources we can draw on when faced with challenges)
8. **Power**
9. **Career**(including enterprise, employability and economic understanding)

Assessment

Three types of assessment are used:

- **Baseline** – this is important to establish what is already known in order to determine where to start and how to plan and develop work and resources.
- **Formative** – this is used to promote learning and involves sharing learning objectives with pupils so they know and recognise what they are aiming for. It actively involves pupils in their own assessment and provides feedback enabling them to improve through promoting confidence.
- **Summative** – this summarises what has been learnt and is usually carried out at the end of a piece or unit of work. It can be used to celebrate achievement and to monitor and report progress.

Monitoring and Review

The Head of PSHE and Citizenship is responsible for monitoring the standards of pupils' work and the quality of teaching. S/he provides a lead and direction for the subject to ensure continuity and progression throughout the school, overseeing termly planning and regularly reviewing the programme of study to ensure it reflects the latest guidance.

Other relevant policies:

- Curriculum
- Spiritual, Moral, Social and Cultural
- Health and Safety
- Safeguarding (includes E-safety)