



Personal, Social and Health Education (PSHE) and Citizenship Policy

March 2024

Through the teaching of PSHE and Citizenship, we aim for all children to develop an understanding of themselves, the world we live in and their role within it. We encourage children to ask questions, think creatively, understand and explore in a variety of exciting ways.

This policy outlines the guiding principles by which this school will implement the teaching of PSHE and Citizenship. It will be reviewed periodically.

At Chawson 1st School we all share a united vision, that all of our children will develop into **independent, articulate** and **aspirational** children. Our curriculum is our main tool for providing children with the opportunities to develop these skills. Each subject contributes to us achieving this vision. In PSHE we do this by:

Independent- Children will take part in regular PSHE lessons following a school plan which focuses on three key themes- Health and wellbeing, Relationships and Living in the Wider World. Children are given opportunities to explore their own thoughts, feelings and views and also those of others around them through varied activities and discussion points. Debate lessons in particular give pupils the chance to share their opinion and in a controlled manner, challenge others. We strive to set an environment where children are confident to share their opinions independently and think about their role within the community and wider world.

Articulate-Children will have many opportunities to communicate their feelings and opinions through a range of activities and lessons. They will have opportunities for working independently, in pairs/group work as well as whole class discussion. Children will be encouraged to speak confidently and clearly remembering to respect the views and opinions of others within their class. Different stories, examples and scenarios will be used to explore aspects of the three key themes. The use of visitors makes topics and discussions more relevant to real life and encourages the children to engage and take an active role in lessons.

Aspirational- PSHE lessons are planned to cover a wide range of real life topics and the children's role in these lessons are praised and celebrated. There are occasions where lessons are planned that link with the children's personal experiences and require the staff to use scenarios the children are familiar with. We hope that this will encourage pupils to be aspirational for themselves, achieve well and develop skills that can support them throughout their lives.

Our rationale for teaching PSHE and Citizenship:

PSHE is a non-statutory subject in the New national Curriculum however "all schools should make provision for personal, social, health and economic education."

DfE Guidance document on PSHE February 2020:

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

PSHE is a non-statutory subject. To allow teachers the flexibility to deliver high-quality PSHE we consider it unnecessary to provide new standardised frameworks or programmes of study. PSHE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils and do not need additional central prescription.

However, while we believe that it is for schools to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

Aims:

In line with DfE guidance we strive to ensure our Personal, Social and Health Education (PSHE) and Citizenship enables children to:

- Become healthy, independent and responsible members of society.
- Play a positive role in contributing to the life of the school and the wider community.
- Develop their sense of self-worth.
- Learn about rights and responsibilities.
- Appreciate what it means to be a positive member of a diverse multicultural society.

Curriculum planning:

The school aims to provide a graduated, age-appropriate PSHE &C curriculum to enable the children to:

- 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 the 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.

Our curriculum objectives are set out into a key stage 1 and 2 long term plan. These have been planned in line with guidance from the PSHE association. These objectives are then broken down into year group medium term plans which staff use to create short term lesson plans. Long and medium term plans can be seen in appendix 1.

We teach PSHE in a variety of ways. In many instances PSHE will be linked to other subject areas e.g. healthy eating in science. There are overlaps between the R.E. and PSHE programmes and links are made wherever possible, e.g. belonging.

Children also learn about PSHE as a discrete subject in each class with children's individual involvement encouraged through a varied range of activities.

Citizenship is developed through a range of in-class and in-school activities. It is also discussed in other lessons e.g. studies of life in other countries (e.g. Australia and Madagascar).

PSHE and citizenship are also linked to the long term plans for collective worship themes and visitor rota.

Teaching and learning style

We use a range of teaching and learning styles which place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities.

We also plan a number of whole school activities to promote active citizenship:

- Charity fundraising, the planning of school special events such as an assembly, school performances or curriculum events.
- Pupil minister Parliament Roles with the children leading on and supporting different events throughout the year linked to their role.
- Involvement in activities to help other individuals or groups less fortunate than themselves, e.g. Harvest Festival.
- Classes are organised in such a way that children are able to participate in discussion to resolve conflicts or set agreed rules of behaviour.
- Children are offered the opportunity to hear visiting speakers, such as health workers, the police and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Roles and responsibilities

The governing board

The governing board will approve the PSHE policy, and hold the Headteacher to account for its implementation.

PHSE&C coordinator

There is a designated PHSE &C coordinator who oversees the delivery of PSHE in the school. The Coordinator will be responsible for informing the rest of staff about new developments, and the Headteacher of the need of training. The Coordinator will advise colleagues on resources to aid planning and to use in the classrooms.

Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

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. As much of the learning takes place through discussion, a class book is kept which records a sample of work/comments made during oral lessons to support judgements.

Teachers will report to parents on their child's personal and social skills termly, during home/school discussions involving children, and may include a written comment as part of the 'across the curriculum' and/or general teacher comments' in an annual report.

Records of children achieving Vision awards of Independent, Aspirational and Articulate. Are celebrated on the school Newsletter.

Resources

PSHE and citizenship resources are available from the PSHE Coordinator or may be held within year groups. These are updated as appropriate by the PSHE and citizenship Coordinator who has access to curriculum funds as necessary.

Monitoring and review

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports 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 the school. The subject leader is also responsible for producing a summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement and investment. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and interviewing children as part of the school cycle of monitoring and review.

Links with other policies

This PSHE and citizenship policy should be read in conjunction with the following policies:

Health and Safety Policy

Drugs policy

Food and Drink policy

Relationships and sex education policy

Policy Review

This policy is reviewed by the PSHE Co-ordinator every 3 years. At every review, the policy will be approved by the Governing board. Next review March 2027.