



**TROTTS HILL PRIMARY SCHOOL AND NURSERY**

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

**Last review:                      July 2016**  
**To be reviewed:                 July 2019**

**Adopted by Governors: .....**

**Date:.....**

## **1 Aims and objectives**

- 1.1** Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. As an accredited healthy school 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 school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.
- 1.2** The aims of personal, social and health education and citizenship are 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.

## **2 Teaching and learning style**

- 2.1** 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. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the planning of school special events such as class an assembly, 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, fire service 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. We celebrate our children's achievements through sharing assemblies incorporating a weekly Book of Fame.

## **3 PSHE and citizenship curriculum planning**

- 3.1** We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject.
- 3.2** Some of the time we introduce PSHE and citizenship through other subjects. We have a cross curricular approach to teaching and learning in school. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach some of the PSHE and citizenship through our religious education lessons. We make good use of the PSHE associations scheme of work.
- 3.3** We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visit to PGL 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. Pupils in KS2 regularly take part in joint activity days with other local schools to promote self awareness and citizenship

#### **4 Foundation Stage**

- 4.1** We teach PSHE and citizenship in the Foundation stage as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in Development matters statements leading to the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Foundation stage when we teach.

#### **5 Teaching PSHE and citizenship to children with special educational needs**

- 5.1** At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- 5.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 5.3** We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. We have links with Woolgrove and Outreach Support. Children's special needs are recorded on their IEP's.
- 5.4** Children needing additional help will be supported through our wave 2 intervention forms. Our Assess, Plan and Review and do cycle ensures children are given additional support where needed. Some children with more significant needs may need an SEN support form.

#### **6 Assessment and recording**

- 6.1** 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 HGFL progression statements for PSHE at KS1 and KS2. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

**6.2** Teachers in each year group (Nursery to Year 6) fill in a class booklet of all areas covered in that year. This is passed on to the next teacher to ensure continuity and progression in the teaching of PHSE throughout the school.

**6.3** We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'. They are on a journey to becoming healthy happy members of their community.

## **7 Resources**

**7.1** We keep resources for PSHE and citizenship in a central store in topic boxes for each unit of work. We make good use of Seal materials to teach PSHE across the school. We have additional resources in the library. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

## **8 Monitoring and review**

**8.1** 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 giving the headteacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

### **Note**

This PSHE and citizenship policy should be read in conjunction with the Health, Safety and Welfare Policy.