

HIGH FIRS PRIMARY SCHOOL

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP POLICY

Introduction

Through PSHE learning we aim to promote the spiritual, moral, cultural, mental and physical development of pupils at High Firs Primary School, preparing them for the opportunities, responsibilities and experiences of later life. Through its core themes (Health and Wellbeing, Relationships, and Living in the Wider World) PSHE and Citizenship remains a non-statutory part of the wider curriculum. This can be delivered in a cross-curricular way, through discrete lessons and can also take place in other subjects. As a maintained primary school, from 2020, we are required to provide Relationships and Sex education (RSE) to all pupils as per section 34 of the Children and Social work act 2017. Please see separate RSE Policy for further information on this.

Rationale

- Respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal.
- Develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it.
- Value themselves as unique human being, capable of spiritual, moral, intellectual and physical growth and development.
- Develop their various abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure.
- Learn to live and enjoy a healthy lifestyle.
- Develop an active role as a member of a family, and of the community.
- Respect religious and cultural diversity and develop an understanding of the beliefs and practices of major world religions and especially Christianity as the national religion and its importance in our history, culture, language and architecture.
- Respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations.

Aims

- The development of a personal identity, and high levels of motivation.
- The development of positive social interaction and the skills to live with, work with and respect others.
- The development of the ability to be an active citizen.

Objectives

- Developing confidence and responsibility and making the most of their abilities.
- Preparing to play an active role as citizens.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Encourage pupils to make healthy, informed choices about their lifestyles.

Principle of teaching and learning

During Key Stages 1 and 2, PSHE education offers both explicit and implicit learning opportunities and experiences which reflect pupils' increasing independence and physical and social awareness, as they move through the primary phase. Effective teaching of PSHE and Citizenship involves a range of teaching strategies, including group work, circle time, debate, discussion, role-play, and the use of visitors and outside agencies. It builds on the skills that pupils start to acquire during the Early Years Foundation stage (EYFS) to develop effective relationships, assume greater personal responsibility and manage personal safety, including online. It extends the role of the teacher to that of a facilitator, enabling children to learn about themselves and their intentions with others. Children's learning in PSHE and Citizenship is fundamentally improved by a positive ethos in the school.

Where visitors are used to support and extend classroom teaching, they should be used to complement work of the teachers. A teacher should always remain present and retain overall responsibility in the classroom. The teaching strategy of circle time may be central to the delivery of the social and moral elements of PSHE and Citizenship

The PSHE programme covers areas of knowledge such as school rules, people who help children, anti bullying issues and basic elements of the law as it relates to their lives. The programme develops pupils' skills in relation to how they manage themselves and how they relate to others. It provides opportunities for pupils to explore attitudes and feelings independently and with others.

PSHE education helps pupils to manage the physical and emotional changes at puberty, introduces them to a wider world and enables them to make an active contribution to their communities.

Differentiation and special educational needs

Throughout the school, children will be at different levels of maturity, will have varied life experiences, a range of attitudes and feelings. Lessons should be planned to allow their perceptions to be articulated, with all contributions being valued and respected. In relation to some sensitive issues, such as sex and relationship or drug education the teacher needs to ensure that the teaching point is conveyed in language that is accessible to the children.

The needs of pupils with SEN will be considered-by the teacher who may need to use different resources, activities or provide specific support depending on the needs of their pupils. Where pupils' IEPs identify targets relating to their personal development, the teacher should ensure that opportunities are planned to support the pupil in achieving these.

Breadth and balance

The PSHE and Citizenship programme will be delivered through a wide range of opportunities, including the use of external agencies.

Opportunities involve:

- Community involvement.
- Consideration of social and moral dilemmas.
- Understanding of environmental issues.
- Participation in decision making processes, including involvement in the school council.
- Healthy Schools initiatives which link with the PSHE curriculum

Cross-Curricular Links

All subjects contribute to PSHE and Citizenship in the development of skills, attitudes, values and feelings. Some subjects have a specific contribution, such as sex and relationship education through Science. Wherever in the school curriculum pupils are given the opportunity to learn about themselves, to work independently or to collaborate with others, a contribution is being made to their personal and social development. The uses of money can be discussed in maths and issues can be openly discussed in speaking and listening tasks in English.

Equal opportunities

The school's equal opportunities policy applies to PSHE and Citizenship. Where appropriate, teaching materials and individual group activities reflect the cultural and ethnic diversity of society. We actively avoid stereotyping, in terms of race and gender, and pupils' progress is monitored to ensure no pupils are disadvantaged. Pupils' religious beliefs will always be respected. Parents are always welcome to discuss these issues with staff.

Assessment recording and reporting

Teachers are expected to make regular informal assessments of pupils' personal development in PSHE and Citizenship. End of Key Stage statements should guide these assessments and parents are informed of their children's development in the End of Year Report. In addition, pupils should be given the opportunity to assess themselves, and also within a supportive framework, assess their peers.

Approved by Staff & Governors: October 2021

Next review date: October 2024