

THURLBY COMMUNITY PRIMARY SCHOOL

PERSONAL SOCIAL and HEALTH EDUCATION/CITIZENSHIP POLICY

1. Introduction

If we are to meet the needs of the children in our care then we should have a clearly defined policy for PSHE (Physical, Social & Health Education) and Citizenship.

We aim to work in partnership with parents and others in the local community in providing a caring and supportive environment for the well being of the children in our care.

The aspects covered in this important area will build on the successful work, which we already undertake, in curricular and extra-curricular activities, to ensure that we meet the aims and aspirations of our school.

The development of all of the children in our care is fundamental to the success of our school. In developing and promoting PSHE and Citizenship we believe that we should give our pupils the knowledge, skills and understanding they need to help them achieve more.

The implementation of this policy is the responsibility of all staff, teaching and non-teaching.

The school policy for PSHE/Citizenship reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body. The policy was agreed at the May 2010 meeting of the Governing Body.

2. Purpose

PSHE and Citizenship are important parts of the curriculum we provide at our school.

The work undertaken should encompass the way children feel about themselves and the way that they relate to other children and adults. They should become increasingly responsible for making decisions about their own learning.

Children should be able to keep themselves safe, in the home, at school and elsewhere. They should learn to care for their own bodies and develop and sustain a healthy lifestyle.

Children should recognise that they belong to a community within the school and also a wider community where they live and recognise that this gives them rights, duties and responsibilities.

Children should be encouraged to become more aware of the political and social institutions that affect their lives. This will enable them to have the confidence to tackle many of the spiritual, moral, social and cultural issues that are part of growing up.

We believe that this will enable the children at our school to value themselves and one another, irrespective of social circumstances, race and creed.

3. Aims and Entitlement

In supporting our school aims as set out in the School Development Plan, all children will be entitled to access this very important aspect of our whole curriculum, as supported by our Equal Opportunities Policy.

Time and opportunities will be provided through a variety of methods to ensure that the children follow a clearly defined programme of work which will be determined by the Headteacher and teachers in the school as part of the curriculum provision.

Where appropriate, good use of cross-referencing to other National Curriculum subjects will be made.

Aspects of this work will also be provided as part of our programme in Collective Worship.

Parents will be invited to preview relevant curricular media related to (SRE) Sex and Relationship Education , prior to viewing by the children and will have the opportunity to exercise the legal right to withdraw their children from the related SRE content, i.e. over and above the statutory elements within the Science curriculum.

Specific time will be set to provide distinct teaching in PSHE and Citizenship, including regular circle time activities. The SEAL (Social, Emotional Aspects of Learning) themes will be taught throughout the whole school and each theme introduced in a whole school assembly.

The areas to be covered at each key stage are set out in the National Curriculum scheme of work, which supports this policy.

It is important to remember that the key aims of this policy are to:

- Develop confidence and responsibility in the children, enabling them to make the most of their abilities.
- Prepare the children to play an active role as citizens.
- Encourage the children to develop a healthy, safer lifestyle.
- Enable the children to develop good relationships and respect the differences between people.

4. Resources

Materials already in use to support our Behaviour, Anti-Bullying, Health and Safety, Drugs Education, Confidentiality, Safeguarding, Child Protection, Sex Education, Equal Opportunities and other related policies will enhance the development of this work and be used to support this policy.

We will continue to work closely with other key agencies in promoting this area of curriculum. Outside speakers and visitors to the school will play an important part in developing awareness in our children of their place in our society.

5. Assessments

Assessments will be made in line with the recommendations set out in the Assessment policy. Foundation stage will continue to assess against the Early Learning Goals within the Personal, Social and Emotional Development area of learning, in accordance with the expectations of the Foundation Stage Profile. This information will be used to inform planning in KS1.

6. Role of Co-ordinator

The Co-ordinator will be responsible for the promotion, delivery or development of training as required, as well as the provision of resources to support the teaching of PSHE & Citizenship. The Co-ordinator will also monitor progress in this subject.

7. Professional Development

Senior Leaders will continue to provide opportunities for continuing professional development of all staff in PSHE & Citizenship. Opportunities will exist for all teaching staff in particular, to develop related skills by means of Performance Management, where required.

8. Background Documentation

This policy was informed by reference to National Curriculum documentation, e.g. SEAL, SRE Guidance, Citizenship etc. The DRIG (Drug Related Incidents Guidance) for Lincolnshire Schools, informs and supports the Drug Related Incident Policy.

9. Review

The Headteacher and staff will review this policy in the Term 3 2015. Any suggested amendments will be presented to the Governors for discussion at their Term 4 meeting 2015.

This policy was last reviewed by The Headteacher and Staff in February 2015. The policy will be reviewed annually.