



Alexander Hosea Primary School

'Roots to grow, wings to fly'

PSHE and Citizenship Policy

Personal, Social, Health and Economic Education (PSHE) and Citizenship give children the skills and knowledge to allow them to become healthy, independent and responsible members of society. At Alexander Hosea Primary School we encourage pupils to play a positive role in contributing to the life of the school and the wider community. We give them an insight into the process of democracy through election of membership to pupil council and other committees with pupil membership such as health heroes, ECO schools and play committees. This allows them to develop our school values:-

Adaptable
Self-belief
Perseverance
Inclusion
Respect
Enquiry

Aims:

The overarching aims are:-

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- To prepare pupils at school for the opportunities, responsibilities and experiences of later life.

Through teaching PSHE and Citizenship we aim to enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues and assess risks for themselves in their daily lives
- Understand how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Understand what makes a good relationship with others
- Develop fulfilling relationships with other members of the school and wider community
- Have respect for others regardless of race, gender, faith, mental or physical disability
- Be independent and responsible members of the school community and the wider community
- Be positive and active members of a democratic society
- Learn about and promote British Values
- Develop self-belief and self-esteem and make informed choices regarding personal and social issues
- Know about economic wellbeing

Curriculum Content

The school will make provision for PSHE and Citizenship at Alexander Hosea Primary School, drawing on good practice and will follow the school's framework for PSHE and Citizenship

provided. This framework will be delivered through a variety of teaching strategies including the use of Social, Emotional Aspects of Learning (SEAL) materials.

Where possible teachers will weave PSHE content through termly projects, so making relevant links for the children. Projects will be designed where possible to raise awareness of local and global issues.

Each class teacher is responsible for completing coverage for their year group as set out in the non-negotiables for the year group. This can be taught as discrete subject lessons or through cross curricular lessons. There will also be incidental teaching that makes the learning more relevant to the children, such as the use of conflict resolution when there has been an argument amongst friends.

Curriculum weeks such as 'walk to school', 'healthy lunch box' may also be used as a way of delivering the PHSE curriculum throughout the school.

Learning and Teaching

PSHE and Citizenship teaching and learning is on-going throughout the school day. Teachers also use a range of ways of teaching the curriculum as a discrete subject and in a cross curricular way involving children in discussions, investigations and problem solving. PSHE and Citizenship will be provided in a variety of ways to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be regular curriculum sessions in order to develop themes and share ideas
- Opportunities will be found within other curriculum areas e.g. links to drama and role play, debate and discussions in literacy, working in talk partners or groups, improving health awareness in PE, health and drug awareness in science.
- At playtimes and lunchtimes opportunities are provided to play co-operatively and risk assess, for example by using Play pod materials
- Children will be given responsibilities within their class and be involved in drawing up class rules
- Children will have opportunities to develop their leadership skills and have wider school community responsibilities, for example to be elected onto school committees such as pupil council, health heroes, ECO schools, Play Pals to support younger children
- Children will have opportunities to represent the school at different events
- In the Early Years Foundation Stage, PHSE is related to Development Matters statements

Pupils will not always need to record their learning but may use ICT such as video recording or recording interviews to support their learning.

Assessment, Recording, Reporting

Observations will inform best-fit judgements of PSHE against Development Matters statements in the Early Years. Developmental progress will be reported in Learning Journals and reported to parents and Y1 teachers as part of the transition process. Any concerns will be shared with parents and appropriate support planned to diminish differences.

Pre-learning will gather information about what children know before units are planned.

Each teacher will record children below developmental expectations and above developmental expectations three times a year. These will be used as part of the Pupil Progress Meetings to support analysis of progress in other areas of the curriculum.

Appropriate support will be provided to address identified PSHE needs.

Monitoring and Review

The PSHE co-ordinator will monitor planning and teaching and learning along with the Headteacher. Class teachers will be responsible for identifying strengths and areas of need for their class and planning further teacher appropriately.

Special Needs

Children who are deemed to need extra support with social and emotional development will initially gain extra support within class and monitored further. After discussion with the SENDCO and Headteacher, the support of external agencies such as CAMHS, Behaviour Support and Inclusion Support Teams, may be sought. Any sudden changes in emotional wellbeing will be reported to the Headteacher as a possible child protection or safeguarding matter.

This policy should be read with:

Behaviour policy

RSE policy

Anti-bullying policy

SMSC Policy

Safeguarding /Child Protection Policy

Conclusion

This policy will be reviewed in line with the school's review cycle unless there are any national changes in policy.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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