

## Glory Farm Primary School, Bicester, Oxfordshire

### POLICY DOCUMENT FOR PSHE AND CITIZENSHIP

#### Introduction

At Glory Farm Primary School we regard PSHE as an important component of the whole curriculum. We believe that as a health promoting school the promotion of health and well being is central to the life of the school and its relationships with the surrounding community. At Glory Farm Primary School we take very seriously the responsibility that schools have to provide a broad and balanced curriculum which:

- Promotes the spiritual, moral, cultural, mental, emotional, social and physical development of pupils at the school and in society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.
- Acknowledges and informs pupils about their rights as children and their responsibility for the rights of others under the United Nations Convention on the Rights of the Child.

All children are entitled to receive sound information about keeping healthy and safe, emotionally and physically.

#### Definition

PHSE is concerned with the total well being of the individual. It is concerned with:

- Mental, emotional and physical well being of the individual.
- The responsibility of the individual towards others and the environment.
- The education and understanding of the mental, physical, emotional, spiritual, environmental, cultural and social influences that shape the community and the interactions of individuals within it.
- A holistic model of personal and social development which encourages the making of healthy choices.

Within PSHE we recognise:

- **Health Education** involves engaging the children in activities that promote their physical well being and encouraging an adventurous approach to exercise, daily living, fresh air and exploration both in and out of school.
- **Citizenship** involves encouraging children to take a responsible role in society. It includes developing the children's awareness of their personal safety and the processes by which they can seek help and information as well as learning the behaviour expected of them as members of society.
- **Drug Education** involves educating the children in the safe handling of medicinal drugs as well as the consequences of misusing substances such as alcohol, tobacco and recreational drugs. See Policy on Drug Education and Drug Incidents.
- **Sex Education** is defined as the information by which a child is enabled to become more aware of him/herself as a person and understand the process of development and reproduction. See Policy on Sex Education.

At Glory Farm Primary School we believe that a **life skills** approach can be built on traditional life skills programmes and can effectively complement activities intended to enhance self-esteem, communication skills, values clarification and decision making. These policies are therefore closely linked with the school's Equal

Opportunities Policy, Religious Education Policy, Behaviour Policy and routines of the school day.

### **Aims**

In our school we will aim through implicit and explicit learning experiences to:

- Develop an awareness of social, economic, political and ecological issues.
- Nurture mutual trust and respect between individuals and groups.
- Develop understanding and tolerance.
- Encourage the development of informed and responsible healthy life choices.
- Develop positive attitudes towards health.
- Foster self-respect and self-esteem among all members of the community.
- Give opportunities for children to experience awe and wonder.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Provide opportunities to promote knowledge and understanding through outside agencies. Eg Life Education Centre.

Within the taught and hidden curriculum i.e. the whole school environment, pupils should be given frequent and regular opportunities to work on feelings and to practice personal and interpersonal skills. We value and respect the learning that occurs in the community and in the home believing that these, along side school links, are essential dimensions of health education. The Framework we have developed is related to the real world and children's experiences.

### **Management**

There is a designated PHSE Subject Leader to oversee the planning in the school. The Subject Leader will be responsible for informing the rest of the staff about new developments and, where appropriate, for organising (and providing) appropriate training. The Subject Leader will advise colleagues on resources to aid planning and to use in the classrooms (including visits and visitors). A central resource area will be developed, maintained and reviewed annually along with other resources for PSHE. The Subject Leader will keep staff informed of developments.

### **British Values**

Children are taught and guided in their understanding of British Values. We have developed Long Term plans as stated in our curriculum maps. The children are provided with opportunities to develop their knowledge and understanding through a variety of experiences including class teaching, whole school and age group gatherings and outside agencies.

### **Teaching and Learning**

Amongst other provision the school follows the SEAL plan for whole school and class teaching and learning.

Activities will be planned according to the different levels of children's skills and previous knowledge. A range of teaching strategies and learning styles will be used in the delivery of this policy. These will include:

- Circle time and class discussion.
- Imaginative writing.
- Reflection, sharing and showing.

- Role play and drama.
- The use of video and computer technology
- Visits and visitors where appropriate
- Class lesson time
- Peer education
- Structured group work
- Play and games

Differentiation and progression will be ensured by a variety of approaches:

- The same activity but different expectations of outcome.
- The same theme but different levels of input.
- Allowing for different pace of working.
- Different groupings of children.
- Developing different modules of work at different times of the year for different abilities.

We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship in a discrete way.

Some of the time we introduce PSHE and citizenship through other subjects. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religious education lessons

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 an assembly or open evening, 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, 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 also develop PSHE, British Values and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters and representatives of our school council meet with other schools at BLIPKID meetings. We offer residential visits to a variety of locations 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.

### **Special Educational Needs**

Health Education can:

- Address children's individual needs.
- Increase access to the curriculum.
- Enhance learning skills and develop previous knowledge.

### **Equal Opportunities**

See Equal Opportunities Policy.

**Assessment**

The assessment of PSHE will take place in all curriculum areas, however clear learning objectives will support the focus of assessed activities. Individual pupil records with evidence will be kept in a pupil file or within the context of topic work files or books.

**Resources**

We keep resources for PSHE and citizenship in a central store. We have additional resources in the library. Our PSHE, British Values and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

**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.

PSHCE 2015

Date of Approval \_\_\_\_\_

Date for Review \_\_\_\_\_

Signed \_\_\_\_\_