



Briary Primary School

PSHE and Citizenship Policy

Date Reviewed: February 2015
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Date of Review: Term 6 2018

Briary primary school policy for Personal, Social, Health and Economic Education and Citizenship

This policy for personal, social, health and economic education and citizenship includes appendices on sex and relationships education and drugs education

Rationale

At Briary Primary School Personal, Social, Health and economic Education (PSHE) is central to our school ethos. It supports children in their development and it underpins learning both in the classroom and throughout the school. Children grow up in a complex and ever faster changing world and are exposed to an increasing range of influences. The school and its curriculum aim to build on and complement the learning that has already started at home, in relation to moral values and attitudes, and awareness of society. Parents or adults who care for the children we teach are the 'first time educators' of their children. At Briary, we work in partnership with them, in developing children personally and emotionally, and as young citizens. PSHE contributes to the development of the child's individual identity and their self esteem. Where self esteem is high, learning in all of the social aspects of life becomes much easier. As children mature it supports their emotional development and enhances their decision making skills. Whist the knowledge gained and the skills and attitudes developed will enable our children to go on to lead healthy, fulfilling and meaningful lives.

Aims

Our aims for PSHE in Briary school is to meet the objectives laid down in the governments green paper Every Child Matters (2003)

- **Being healthy** – enjoying good physical and mental health and living a healthy lifestyle
- **Staying safe** –being protected from harm and neglect and growing up able to look after themselves
- **Enjoying and achieving** – getting the most out of life and developing broad skills for adulthood
- **Making a positive contribution** – to the community and to society. Being an active citizen
- **Economic well being** – overcoming socio economic disadvantages to achieve their full potential

Objectives

- To respect themselves as individuals, whilst developing an understanding, tolerance and respect for others and their differences, treating all people as equal. Including respect for other religions.
- To develop a clear set of values and attitudes, including honesty and kindness and establishing a strong moral code and keeping to it
- To value themselves as unique human beings, capable of spiritual, moral, intellectual and physical growth and development
- To develop their varied abilities and talents fully, setting achievable goals, learning to work and try hard, and understanding both success and failure

- To learn to live and enjoy a healthy, safe lifestyle
- To develop an active role as a member of a family, and of the community
- To value family, marriage and stable relationships as one of the foundations of a civilised society, and a firm basis for the nurturing of children
- To understand the principles of our society and democracy
- To value their role as a contributing member of a democratic society and to respect the rule of law and encourage others to do so
- To take pride in our county and in our nation's great institutions, its traditions, heritage and history.
- To respect the beauty and diversity of the environment and accept responsibility for its maintenance for future generations
- To preparing to play an active role as citizens in the future

Principles of teaching and learning and Inclusion

At Briary Primary School PSHE takes place in discrete weekly lessons of 30 – 45 minutes where the learning intentions are identified in the PSHE scheme of work. It also takes place in our daily acts of worship and through other curriculum subjects. Sex and Relationships Education and Drugs Education is also taught as part of the Science Curriculum. PSHE also takes place in the playground where the children are supported by Teaching Assistants and Midday Meals Supervisors. In this way PSHE development occurs everyday throughout the life of the school. The caring respectful, empathetic society that we engender at Briary is at the core of our ethos. The scheme of work for key stages 1 and 2 emphasises active learning and participation, where children are encouraged to assess evidence, hold discussions and negotiate, make decisions, solve problems, work independently and in groups, and learn from each other. While there are opportunities for direct teaching, the units make full use of group work, circle time, role-play, visitors, case studies and involve children actively.

- Each lesson will begin with reminding the children of the ground rules for PSHE. Including, taking turns to talk, good listening including body language and that discussions should stay in the classroom not the playground unless they are talking to their parents at home about the issues raised.
- The contents of the lessons will be age appropriate with consideration given to the pupil's emotional and physical development.
- Classroom teaching will use a variety of strategies to help deliver the curriculum
- All questions will be dealt with in a sensitive manner.
- If training is needed, staff will be supported with their training needs.
- Parents will be offered support in talking to their children about Sex and Relationships Education.
- Children will be taught about having the option to say 'no' and about how to communicate their choices and preference effectively.

Briary Primary School Council

At Briary the children are encouraged to take an active part in the life and development of the school. Their opinions and suggestions are valued and where appropriate, acted upon. The means by which their voices are heard is through the school council. This is a democratically elected body of students from year 2 to 6. The school council is made up of two representatives from each class. A chair person and vice chair person are elected and the meetings are chaired by the children. A designated member of staff is present at all meetings in an advisory capacity. Children are members for a whole academic year and will be actively involved in school events as well as events in the community and with other schools.

Differentiation and Additional Educational Needs

We are very aware that children develop differently: they differ in levels of maturity, life experiences and have very different attitudes and feelings. Where children have Special Educational Needs care is taken in terms of resource materials and language used to address issues.

Equal opportunities

The school's equal opportunities policy and racial equality policy applies to PSHE and Citizenship. Where appropriate, teaching materials, and individual group activities should reflect the cultural and ethnic diversity of society. Stereotyping, in terms of ethnicity, race and gender should be avoided, and pupils' progress should be monitored, ensuring that no child is disadvantaged. Equally, a child's religious beliefs and cultural differences will always be respected. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

Health and Safety

Provision for PSHE and Citizenship in the curriculum needs to be consistent with school and LEA policies on guidance and care of children, behaviour and discipline, and health and safety. Additional guidance is available about off site educational activities.

Assessment, recording and reporting

Assessment of Learning

There are no statutory requirements for end of key stage teacher assessment in PSHE and Citizenship at key stages 1 and 2. However, teachers are expected to make regular assessments of children's progress in PSHE and Citizenship. Parents should be informed of their child's progress, through the school's reporting system. Teachers may find it helpful to use the key stage statements for PSHE and Citizenship to help them to report on children's progress.

Assessment in PSHE and Citizenship should be active and participatory, addressing progress in pupils' development of skills and action as well as knowledge and understanding. It should allow the learner to reflect on their experiences, pose questions, make judgements in the light of evidence about their strengths and needs, and plan how to make progress against criteria agreed with the teacher.

Schools should ensure that the progress and achievement of all pupils is recognised and that methods used do not imply that pupils are failing as citizens or judge the worth, personality or value of an individual or their family.

Assessment for Learning

Assessment should:

- be planned from the beginning as an integral part of teaching and learning;
- provide regular opportunities for pupils to receive feedback on their progress and achievements, helping them to identify what they should do next;
- involve pupils in discussion about learning objectives and desired outcomes;
- include pupils in self-assessment and peer assessment;
- reflect evidence of progress in skills of participation as well as knowledge and understanding; and
- allow for evidence of achievements to be collected in a class PSHE floor book and/or included in a wider profile of pupils' achievements in the school.

Providing assessment opportunities

Opportunities for assessment are indicated in the scheme of work. They include opportunities for children to:

- demonstrate their understanding through planning a talk or presentation;
- design a display or web pages;
- produce a diary, logbook or portfolio;
- contribute to discussions and debate;
- produce resources for younger children;
- demonstrate skills through role-play or participation in simulations;
- devise a quiz, board game or card game;
- write letters to local councillors or MPs, or articles for school or local newspapers;
- make a video of an event or participate in, for example, a class or school council meeting;
- record an interview with members of the local community;
- produce evidence of helping to plan a visit or arranging for a visiting speaker; and
- Produce evidence of involvement in an arts-oriented project on a relevant theme.

Including regular self-assessment

Children, individually and with their peers, should have regular opportunities to reflect on their activities. Following an activity, children can share reactions and start to make sense of the experience in relation to themselves and others. They can identify what went well, what went wrong, and why. Gradually they can learn to draw conclusions about their own strengths and weaknesses and those of the group as part of self- and peer assessment and target-setting.

Monitoring and evaluation

This policy will be updated as appropriate and become part of the school's rolling review plan. It has been put together with the help of the schools Healthy Schools Working group and will be reviewed by parent and staff before being inspected by the schools governors.

Date approved

Date reviewed