

West Ashton Church of England Primary School



PSHE Policy

‘You will shine among them like stars in the sky.’

Philippians 2:15 (NIVUK)

Personal, Social, Health and Economic Education (PSHE) and Citizenship Policy

Aims and objectives

Personal, social, health and economic education (PSHE) and citizenship promotes pupils' personal social and emotional development, as well as their health and well-being. It helps to give children the knowledge and skills they need to lead confident, healthy and independent lives and to play a positive role in contributing to the life of the school and the wider community. It aims to help them understand how they are developing personally and socially, and tackles many moral, social and cultural issues. They learn to appreciate what it means to be a positive member of a diverse multicultural society. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding.

At West Ashton School we believe that the personal, social, health and economic development of each child, in conjunction with their citizenship skills, has a significant role in their ability to learn. We value the importance of PSHE and Citizenship in preparing children for the opportunities, responsibilities and experiences of life. In addition we believe that a child needs to learn about the many emotional aspects of life and how to manage their own emotions. We are also aware of the way that PSHE supports many of the principles of Safeguarding.

At West Ashton we aim to help the children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be independent and responsible members of the school community
- be positive and active members of a democratic society
- develop confidences and responsibilities and make the most of their abilities
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider community
- understand some basic principles of finances
- celebrate personal achievements attained inside and outside school

Teaching and learning

We use a range of teaching and learning styles, placing emphasis on active learning by including the children in discussions, investigations and problem-solving activities. 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, exit point 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 representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Golden Rules are valued throughout the school as the standards which guide behaviour.

PSHE and Citizenship Curriculum Planning

PSHE and Citizenship cannot always be confined to specific timetabled time. PSHE and Citizenship is delivered within a whole school approach which includes:

- Dedicated curriculum time
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas
- Specialised assemblies
- PSHE and Citizenship activities and school events
- Pastoral care and guidance
- Visiting speakers

Class circle times are held regularly, when issues to do with PSHE and citizenship are raised and discussed. We also teach PSHE discretely and where appropriate we introduce PSHE and citizenship using a cross-curricular approach. We use the Wiltshire Scheme 'Learn 4 Life' to support the planning and teaching of PSHE. This offers an integrated approach to the 'Social and Emotional Aspects of Learning' (SEAL) together with the broader aspects of the PSHE curriculum and the wider aspects of internationalism. 'Learn 4 Life' provides a model for consistent, progressive and comprehensive coverage of pupils' entitlement in this area of learning.

Please see **Appendix A** for the curriculum structure.

We also develop PSHE and citizenship through activities and whole-school events, e.g. we offer a residential visit to Years 5 / 6 in Key Stage 2 every other year, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

Teachers also set aside time in class to discuss matters arising from school council and digital leader meetings.

Early Years Foundation Stage

We teach PSHE and Citizenship in EYFS as an integral part of the topic work covered during the year. We relate the PSHE and Citizenship aspects of the children's work to the objectives set out in the EYFS. Our teaching in PSHE and Citizenship matches the aim of developing a child's personal, emotional and social development as set out in the EYFS curriculum.

Relationships within School

Relationships at West Ashton School are based on an atmosphere of trust and respect for everyone. Children are encouraged to develop good relationships with their peers and all staff and to take responsibility for their own behaviour. All staff provide very good role models for children and work hard to promote a safe, happy environment. The children

have an active School Council where two children from each class are elected to represent class views.

Equal Opportunities

All children have the opportunity to take part in our PSHE and Citizenship programme. As PSHE has been planned to cover all areas recommended by the National Curriculum, issues can then be met and discussed which may otherwise not arise informally. It is intended that PSHE and Citizenship at West Ashton supports the personal and social development of children at home.

Spiritual, Moral, Social and Cultural development (SMSC) is about everything we do at West Ashton, to help children build their own personal values, have positive relationships with others and become responsible young citizens in society. SMSC development supports children to be kind, thoughtful and caring and to be able to live and learn alongside people with different beliefs, cultures and lifestyles. Our provision for pupils' Spiritual, Moral, Social, Cultural and Emotional development (SMSC), builds on our values of our education.

An important part of SMSC is to support children to engage with British values of democracy, the rule of law, individual liberty and respect for different faiths and beliefs

Assessment and recording

Teachers assess the children's work in PSHE and Citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the key learning outcomes set out in 'Learn 4 Life'. In the EYFS, they are assessed against the objectives laid out in PSED. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

Teachers record the achievements of pupils in PSHE and citizenship in Terms 2, 4 and 6. We report these achievements to parents each year.

Resources

As a school we endeavour to regularly review resources to ensure that are available to enhance teaching and learning. The school buys into a successful library resource lending service from Wiltshire, which helps children and teachers to access the curriculum in a new and exciting way.

Monitoring and Review

The PSHE and Citizenship subject leader is responsible for monitoring the standard and quality of teaching and learning in PSHE and Citizenship. They monitor this through looking at planning, informal observations, work scrutiny, pupil conferencing and curriculum walks. This is then fed back to staff and link governors. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and Citizenship, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader highlights areas to be developed and shares these with staff, so that they can then be implemented into the School Development Plan.

Date approved by Governors: September 2018
Date of Review: September 2021