

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

Rationale

At Rimon we are committed to the development of children's social, emotional skills, children's self esteem, their health and well-being. We are committed to developing the children's responsibilities towards themselves, others in school and the local and global community. This commitment is embodied in the school's mission statement and aims; it contributes to the positive ethos of the school. PSHE (National Curriculum) and PSED (Early Years Foundation Stage Curriculum) are recognised as an important aspect of the curriculum, where teaching and learning focuses on the development of these skills and responsibilities and develop the knowledge and understanding to make informed choices.

Personal, social and health education (PSHE) and citizenship enables pupils to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

Our school aims underpin the importance of PSHE as we see the development of the whole child as crucial to fulfilling their potential. The PSHE and citizenship education at Rimon is integral to the Social and Emotional Learning and ethos of the school.

Purpose

The aims of personal, social and health education and citizenship are to enable the pupils to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- to foster understanding of cultural and/or religious differences;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem;
- make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Spiritual, moral, social and cultural development of pupils is at the centre of the PSHE and Citizenship curriculum and is also promoted through the vision of the school, so that pupils will:

- develop their self-knowledge, self-esteem and self-confidence;
- distinguish right from wrong and to respect the law;
- accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- gain a broad general knowledge of public institutions and services in England;
- acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

Teaching and Learning Style

The programme is delivered within the curriculum, through various programmes, like SEAL, and provides pupils with information which:

- is appropriate to the age of the pupil;
- is factually accurate;
- gives due respect and regard to values of family life

We use a range of teaching and learning styles. We place an emphasis on active learning by including the pupils in discussions, investigations and problem solving activities which may take the form of role play. We encourage our pupils 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 social events, or involvement in an activity to help other individuals or groups less fortunate than themselves. They are active in school council, in the rules and routines of their classrooms and school environment. We organise classes in such a way that pupils fully participate in discussions to resolve conflicts and use the Resolving Conflict Creatively Programme, (RCCP) having pupils as Peace Makers to help teach and coach other pupils in how to resolve conflicts.

We offer our pupils the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local council, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and Citizenship Curriculum Planning

We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, it will be as a discrete subject. Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore which person(s) is/are responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we also teach some aspects of PSHE and citizenship through our religious education lessons.

We aim to develop PSHE and citizenship through activities and whole-school events, e.g. assemblies and visiting speakers. We aim to offer a residential visit in Key Stage 2, where there will be a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and cooperative skills.

Social and Emotional Learning

PSHE is taught through the SEAL programme. SEAL (Social and Emotional Aspects of Learning) is a really important part of our curriculum and the five social and emotional aspects of learning are key within PSHE:

- self-awareness
- managing feelings
- motivation
- empathy
- social skills

These skills enable pupils at Rimon to:

- understand and to deal with a range of feelings
- be effective learners
- get on with other people
- be responsible citizens

The 7 areas of SEAL: New Beginnings, Say No to Bullying, Getting On and Falling Out, Relationships, Going for Goals, Good to Be Me and Changes are used throughout the school year. In addition Rimon uses research from CASEL to continually update its SEL programme; through measures such as the peace maker programme (RCCP) that aims to enable pupils to resolve conflicts and build an open environment conducive to anti-bullying practices. SEAL and PSHE skills are embedded into the routines of the school day through the relationships between pupils and staff; the roles and responsibilities in the classrooms and the ethos of the school, its mission statement and vision.

Foundation Stage

We teach PSHE and citizenship in Reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in reception classes when we teach 'how to develop a child's knowledge and understanding of the world,' and through roles and responsibilities.

Teaching PSHE and Citizenship to Children with Special Educational Needs

In our school we teach PSHE and citizenship to all of our pupils, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress.

We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

Intervention through our SENCO will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE and citizenship. We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. where children are to participate in activities outside the classroom, for example, a charity fundraising appropriate for all pupils.

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 specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

Resources

We keep resources for PSHE and citizenship in classrooms as well as having additional resources in the storeroom. The SEAL scheme and Resolving Conflicts Creatively Programme (RCCP) as well as resources from CASEL, www.casel.org are commonly used.

Monitoring and Review

The Headteacher is responsible for monitoring the standards of children's work and the quality of teaching, making regular evaluations of the strengths and weaknesses in the subject and indicating areas for further improvement. The Headteacher 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.

June 2012
Review Date: June 2013