

HAZELDENE SCHOOL



PHSCE EDUCATION JULY 2016

SIGNED DATE.....
HEADTEACHER

SIGNED DATE

CHAIR OF GOVERNORS

TO BE REVIEWED JUNE 2017

HAZELDENE

PSHE and Citizenship Policy

Philosophy

At Hazeldene we believe it is essential that a school concerns itself with the personal, social and emotional development of all its pupils. We wish to provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of adult life. PSHE is essentially about the 'self', and includes the knowledge, skills and attitudes that contribute to personal development.

Aims

To assist each child in their personal and social development in a structured and guided manner through the school using a graded approach involving social issues and personal development, team work and understanding their potential and self worth.

To encourage the total development of the whole child in school, and to form a partnership with school, child and the parents to help continued growth across home and school. To help them become active citizens in their school and the wider community.

Children's personal and social development in school should begin in the Foundation Stage and then continue to follow a plan through to Year 6. Liaison with Key Stage 1 and Key Stage 2 staff and governors ensures a balanced and relevant policy which is implemented to the full at all levels.

Each skill area that is taught will be approached in an appropriate and ability based manner, using resources both in school and outside agencies such as the Healthy School Scheme, Drug Education and Sex and Relationship Education Advisors. Aspects of health and safety will be addressed in all areas of the curriculum at each stage of the child's development.

IMPLEMENTATION

Foundation Stage

We teach PSHE and citizenship in the reception class as an integral part of our topic work. 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 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 the reception class, when we teach 'how to develop a child's knowledge and understanding of the world'.

- Starting school, friendships, routines, security, understanding roles and their place in the peer group.
- Ability to achieve in developing skills, to accept boundaries within the social area of the foundation unit and enjoy their time together, setting the scene for their entry into school.
- Learning to be away from home and parents for a short while.
- Confidence building through games and class based activities.
- Identifying feelings and expressing their likes, dislikes and personal choices.
- Role-play, music, discussion and artwork used as supportive strategies when dealing with major issues, i.e. religion, gender and culture.
- Coping with change.
- Caring for pets, understanding their needs and taking care of them.
- To know why we take some medicines and discuss the role of the doctor and nurse.

The skills described above provide a good platform for children to enter school. These skills, once grasped can be built upon and repeated at an appropriate level at a later time in the child's development.

Year 1

- Feeling part of a large school, feeling needed and cared for by parents and staff.
- Confidence building through knowledge and understanding of their own place in the school and its role in their lives.

- Understanding social skills and rules at lunchtimes and break times.
- Understanding their feelings and being able to share them in class and recognising the feelings of others.
- Learning to use appropriate behaviour, i.e. in assemblies, quiet times, P.E. and break times.
- To build on their use of role play, music, discussion and art work, to enhance their development with regard to religion, culture and gender issues as well as class and school issues.
- Listening and learning to follow instructions.
- Feeling part of a class and a year group.
- To know that drugs can be medicines that help us when we are ill and that drugs like cigarettes and alcohol are not beneficial to your bodies or our social well being.
- To understand that a healthy diet and exercise contribute to a healthy lifestyle.

Moving from Year 1 to Year 2, knowledge and skills already gained in personal and social education can now be maintained and extended as the child moves through the school.

Year 2

- Knowing their place in school now, feeling settled and familiar.
- Learning new routines and finding their circle of friends.
- Awareness of other people's wants and needs, likes and dislikes.
- Caring for others in their peer groups and adults.
- Recognising and exploring differences in people i.e. disability, ethnic group and showing tolerance and understanding.
- Roleplay, participation in assemblies and wider school life.
- Discussions on the family unit, extended family, siblings and other people who play an important role in their lives.
- Changes in themselves and their surroundings. Growth and development of themselves from birth to now and onwards.
- How their bodies work in simple terms, parts of the body and their functions, e.g. heart, lungs, eyes and brain.
- Careers and ideas.
- Coping with friendships if they fail.
- Choosing and making the right decision and understanding consequences.

- Understanding where medicines should be kept and why. Who takes them and why. To understand what is meant by a medicine which is a drug and a drug which is not a medicine.
- To be aware of healthy lifestyles and their impact on themselves and others.

As Key Stage 1 ends and Key Stage 2 begins, the child's personality and development is building them into an active member of the school and community. Experience gained in Key Stage 2 enables he/she to meet targets within his/herself and continue reinforcing and extending acquired skills.

Year 3 and 4

- Discussion on relevant news and social issues important to them.
- Understanding feelings and emotions, learning to control them in an appropriate manner.
- Trusting and learning to trust.
- Working together as a team or individually.
- Raising self worth and esteem, raising confidence to move up to a new school.
- Hygiene skills and personal presentation of themselves and others.
- Finding their way outside school through clubs, social activities and societies, with new groups of friends and wider interests.
- Up-holding the school rules and an awareness of rules outside in the wider community and why they are relevant.
- Expectations of themselves, i.e. size, shape, life-style, career etc.,
- Understanding the need for food and a healthy diet and exercise.
- Strengthening self-esteem and awareness of their bodies and how they will change pre-puberty.
- Concepts of life and death, young and old. Feelings and emotions associated with these issues.
- Leaving the safe environment of a familiar school to go to a new one.
- Positive outlook and look back over their time in school, achievements, scrap books etc.,
- To be able to make choices for themselves resisting peer group pressure.
- To know that some drugs can be bought over the counter i.e. aspirin, paracetamol.

- Develop an informed knowledge of situations where drugs are required to maintain a person's health. i.e. asthma, diabetes.

Issues such as racism, bullying, sexism and disability can be addressed at all levels and stages. Problems can be discussed with other relevant professionals and members of staff where a strategy can be adopted to deal with each child's needs in terms of their social and emotional development. Great value is placed on record sheets kept by teachers to monitor children's progress and highlight problems at an early stage so that they can be dealt with appropriately.

Special Educational Needs

All children are involved in the PSHE curriculum whatever their need, ability, religion, age or gender. Equal opportunities have a high profile in this curriculum area. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through the School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE targets.

For gifted and talented pupils teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

Co-ordination of PSHE and Citizenship

It is essential to ensure continuity, progression and evaluation. Therefore, PSHE and Citizenship, Sex and Relationship Education and Drug Education are co-ordinated by the PSHE Co-ordinator.

Teaching Methods and Resources

We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem solving activities. We encourage children to take part in a range of tasks that promote active citizenship, for example charity fundraising, the planning of special school events (such as an assembly or summer fair),

involvement in helping other individuals or groups less fortunate than themselves.

We teach PSHE and citizenship in a variety of ways. Sometimes, for example, when dealing with issues around road safety or personal safety, we teach PSHE and citizenship as a discrete subject. On other occasions we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about the local environmental issues in geography, we offer pupils the opportunity to find out more about the school, its grounds and the surrounding area. Also, there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship. The school also makes use of the QCA units for teaching citizenship at Key Stages 1 and 2.

We also organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer opportunities for children to hear visiting speakers, such as health workers, police, and local clergy, whom we invite into the school to talk about their role in creating a positive and supportive local community. Teachers are always present during these sessions and remain responsible for the delivery of the PSHE and Citizenship programme.

Alternatively, visits from school to cover social issues on topic work can provide a very useful medium from which to gain experience. The residential experience for Year 4 pupils makes an important contribution to the pupils' personal, social, emotional and citizenship development.

The school is currently using the Social and Emotional Aspects of Learning (SEAL) materials issued by the DfES (2006) to address most of the PSHE and Citizenship objectives. These materials are used across the whole school in a thematic approach. Circle time takes place in all classes and follows the scheme of work alongside the National frameworks for PSHE and Citizenship. Assemblies support the delivery of PSHE and Citizenship through the launch of the planned themes, for example 'Good to be me'.

Assessment for Learning

Teachers assess the children's work in PSHE and Citizenship by making informal judgments, as they observe them during lessons, and through

formal assessments of the work done, gauging it against 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.

Monitoring and Evaluation

The PSHE coordinator is responsible for monitoring the standards of children's work and quality of teaching. Through this process, areas of weakness in the schemes of work will be highlighted and addressed. He/she also supports colleagues in their teaching by giving them information about current developments in the subject.

Links with other policies

We recognise the clear link between PSHE and Citizenship and the following policies:

- Sex and Relationship Education
- Drug and Alcohol
- Teaching and Learning
- Equal Opportunities
- Child Protection

Staff are aware of the need to refer to these policies when appropriate.

School Council

All children in Years 1 to 4 take part in the school council election process. Whether they choose to stand as a class representative or use their right to vote for their chosen candidate, they are all involved in the democratic process. The school council meets regularly and raises funds for ideas put forward through the suggestion box. As part of our citizenship programme we form good community links and our school council is a vital part of this whole school initiative.

Summary

In the development of this PSHE and Citizenship policy we have examined our practice and feel confident that we are addressing the outcomes set out in 'Every Child Matters' (2004). We are providing every child, whatever his/her background or his/her circumstances with the support he/she need to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

We believe that PSHE and Citizenship should enable children to become healthier, more independent and more 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 doing so we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in class management. We teach children both about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.