



Christ the King Catholic Primary School



Policy

Issue

05

Personal, Social and Health Education (PSHE)

Date

10/04/17

Introduction

Personal, social and health education (PSHE) and Citizenship is the planned provision of the personal and social development of all pupils within a healthy school. Implicit within this provision is the personal and social development of individual pupils. The acquisition of skills, attitudes and values and knowledge and understanding is essential to ensure the entitlement of all pupils to spiritual, moral, social, cultural, mental and physical development and for their preparation for the opportunities, responsibilities and experiences of adult life. Successful PSHE and Citizenship education is achieved through formal and informal learning and from experiences and relationships throughout the school.

This policy identifies effective strategies for the successful implementation of this area of the curriculum and takes account of the OFSTED inspection framework and the National Curriculum..

Aims and Objectives

The school vision is built on personal and social development being at the heart of educational achievement. All staff and adults in the school have an important role to play in promoting the personal and social development of all our pupils. On the one hand this will enable them to develop the confidence and abilities to become effective learners and on the other, it will support pupils as they move from childhood through adolescence to become independent young people and responsible citizens.

All staff and adults in the school will help pupils to acquire the skills, knowledge and understanding and values and attitudes, which underpin their personal and social development, and will help them to:

- understand and manage their emotions;
- sustain worthwhile relationships;
- value themselves and respect others;
- contribute to their communities;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a responsible way.

By doing this pupils will be helped to develop a love of learning for its own sake, will become effective learners and thereby will make the most of their own and others' potential.

Management and Co-ordination

The Senior Leadership Team has responsibility for managing the implementation of the school's PSHE and Citizenship policy. It has overall responsibility for supporting policy implementation by providing advice and support to governors, classroom teachers and support staff.

Senior leaders therefore must ensure that they:

- disseminate the PSHE and Citizenship policy to all members of the school community so that it is thoroughly discussed and well understood;
- identify clear roles and responsibilities for policy implementation;
- make explicit the underpinning aims and values and attitudes of PSHE and Citizenship;
- promote the development of good relationships within and beyond the school;
- promote equality of opportunity;
- seek and make provision for ongoing professional development on PSHE and Citizenship;
- identify the implications and links of PSHE and Citizenship to other school policies and to all areas of the school's development. Include PSHE and Citizenship in the school Improvement plan.

Staffing and Staff Development

All staff, including support staff, need access to professional development and support that relates to the PSHE and Citizenship curriculum and its style of delivery. A range of provision will need to be identified that meets staff needs across a range of roles and responsibilities.

Areas of staff expertise and individual staff development needs will be identified through existing staff development systems. This will be ascertained through, staff audit, classroom observation, scrutiny of planning etc.

Curriculum Organisation and Planning

PSHE and Citizenship will be delivered in this school through a combination of planned curriculum opportunities and whole school approaches. This will take the form of:

- Discrete curriculum time
By identifying PSHE and Citizenship within the planned curriculum for all pupils
- Through and in other curriculum areas
By identifying and planning for opportunities within other curriculum areas especially within English and Religious Education
- Through activities, school events and ethos by e.g. involvement in the National Healthy Schools Standard, promoting good attendance, the taking of responsibility, good relationships, positive behaviour, challenging sexist and racist attitudes, setting up listening systems, being aware of the language we use, the use of support and guidance systems to raise achievement, providing a range of extra curricular activities including study support and residential experiences

The responsibility for a whole school approach to PSHE and Citizenship is held by the Head Teacher and Senior Leadership Team.

The responsibility for the timetabled PSHE and Citizenship programme is held by the Senior Leadership Team. In consultation with staff, governor's, parents and children they will develop key stage plans and schemes of work taking into account the National Curriculum requirements, school priorities for the personal and social development of the pupils, local priorities and initiatives, other government policies and the special needs and maturity levels of individual pupils.

Class teachers will be responsible for developing lesson plans which will include clearly identified learning outcomes and time for reflection on personal and social learning..

Curriculum Delivery

In order to cover effectively the three aspects of PSHE and Citizenship: Skills, Values and Attitudes and Knowledge and Understanding, a wide range of teaching and learning styles will need to be employed. The school aims to deliver this area of the curriculum through, Circle Time, working in pairs and groups as well as whole class, brainstorming, use of drama and role play, use of stories, personal goal setting etc.

Resources which support this area of the curriculum will be up-to date, relevant to pupils and presented in ways that are consistent with the fundamental aims of PSHE and

Citizenship. Overall responsibility for PSHE and Citizenship resources is held by the Senior Leadership Team.

In addition to existing resources, the school aims to review and update PSHE and Citizenship resources regularly in accordance with budget allocation. Budget allocation for PSHE and Citizenship will be subject to the same processes as other areas of the curriculum.

The school values and encourages the involvement of external agencies and services in supporting the delivery of this area of the curriculum.

Partnerships

The school values working in partnership with parents and carers and with the wider school community, and sees this as an essential element of PSHE and Citizenship. Partnership working will be promoted through e.g. home-school contracts, use of the local community as a resource, the school's contribution to the local community, the use of Partnership Centres, and work with parents, social events, reporting to parents, etc.

Equality of Opportunity

In accordance with school and LA policy, a commitment to Equal Opportunities will be built into all aspects of PSHE and Citizenship. This will be ensured by provision for EAL pupils, resources used, explicit teaching about discrimination and stereotyping, promoting respect for others, a positive school ethos, celebrating cultural diversity, monitoring of different groups etc.

Assessment, Recording and Reporting

The assessment, recording and reporting of PSHE and Citizenship will take place in accordance with whole school policy.

Assessment in PSHE and Citizenship should not imply that pupils are failing as people or as citizens. It should not be a judgement of worth, personality or value of an individual child or their family.

Achievement and progress in PSHE and Citizenship will be demonstrated through assessment against learning objectives, which will be built into curriculum planning. A variety of assessment techniques will be used, including e.g. draw and write, discussion, quizzes, scrutiny of work, pupil self- assessment, peer assessment etc.

The reporting of individual achievement and progress will include skill development and values and attitudes, as well as knowledge and understanding. Progress in these areas will be reported through, e.g. written reports to parents - might include pupil's awareness of topical events, exercise of responsibility and contribution to the life of the school: feedback to individual pupils orally and in written form, recognition of individual or group achievements through certificates/awards etc.

Monitoring, Evaluation and Review

Provision for PSHE and Citizenship, including the personal development of pupils, will be monitored, evaluated and reviewed by the Senior Leadership Team by e.g. checking that whole school PSHE and Citizenship objectives are met, standards of teaching and learning expected are achieved, there are adequate resources, Schemes of Work are being taught appropriately, use of National Healthy Schools approach, consultation with staff, pupils, parents and governors.

Review

This policy will be reviewed periodically according to the School's policy review cycle.

Review history

Issue 02	Reviewed	20/04/14
Issue 03	Reviewed	20/04/15
Issue 04	Reviewed	20/04/16
Issue 05	Reviewed	10/04/17