

Woodlands Schools



FPE (Faith, Philosophy & Ethics),
PSHE and Citizenship Policy

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Faith, Philosophy & Ethics (FPE) and Personal, Social and Health Education (PSHE) and Citizenship Policy

Aims and Objectives

At Woodlands Schools Faith, Philosophy & Ethics (FPE), Personal, Social and Health Education (PSHE) and citizenship is taught to enable children to become healthy, independent and responsible members of society. The school encourages the pupils to play a positive role in contributing to the life of the school and the wider community. In so doing the school helps develop their sense of self worth. The school teaches them how society is organised and governed and they are taught about rights and responsibilities. In terms of economic well-being and financial capability, we aim to teach young people to develop as questioning and informed consumers who learn to manage their money and resources effectively. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHE makes a significant contribution to the pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's responsibility to promote pupils' well-being.

The aims of FPE/PSHE and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and identify and manage risk.
- understand what enables good relationships with others and have an understanding of personal hygiene and sex education;
- have respect for others;
- develop self-confidence, resilience 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;
- develop skills in financial capability,
- recognise and reflect on how learning is relevant to them and can be applied to their own lives,
- Develop the ability to think in a critical way and share their thoughts.

Fundamental British Values

In addition, and in line with the 2011 Prevent Strategy, we promote British Values at Woodlands Schools in the following ways:

Democracy

Democracy can be seen in action in our schools in many ways. Pupils have the opportunity to have their voices heard through our School Councils and pupil questionnaires. Members of the School Council are voted on by their classes and the Councils then discuss, vote upon and report back to their classes on the items that are considered to be important to the School community. The children have a strong sense of citizenship and support different local charities.

The Rule of Law

The importance of rules and laws, whether they be those that govern the class, the School or the country, are consistently reinforced throughout regular school days, as well as when dealing with behavior and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the Police, Fire Service, etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, how they record, participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Part of our School Ethos and Behaviour Policy has revolved around Core Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means and how it is shown. We promote respect for others and this is reiterated through our classroom and learning rules, as well as our approach towards behavior. We discuss and reinforce the fact that respect is earned and given by all members of the School community.

Tolerance of those of Different Culture, Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the School.

Teaching and Learning Style

A range of teaching and learning styles are used with the emphasis placed on active learning and involves the children in discussions. The children are encouraged 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 open day, or involvement in an activity to help other individuals or groups less fortunate than themselves.

Classes are organised so that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour, which are displayed in the classrooms. The children have the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom are invited into the school to talk about their role in creating a positive and supportive local community. The school makes visits to the places of worship of various other faiths.

FPE/PSHE and Citizenship Curriculum Planning

In the absence of a new framework, Woodlands Schools has decided to adopt the programme of study developed by the FPE/PSHE Association. The programme of study is based on three core themes, within which there will be a broad overlap and flexibility.

- Health & Wellbeing

- Relationships
- Living the Wider World

We teach PSHE and citizenship in a variety of cross-curricular ways. One of the Head's weekly whole school assemblies is FPE/PSHE based and the other is an Achievements Assembly which celebrates personal achievement and rewards thoughtful, caring behavior. All children in the school have a weekly timetabled lesson in which the three core aims (as outlined by the PSHE Association) plus SEAL as appropriate. FPE/PSHE should be taught through a spiral programme revisiting themes, whilst increasing the challenge, broadening the scope and deepening the pupils' thinking.

Cross curricular links from FPE/PSHE and Citizenship are explored in all subjects, and FPE/PSHE and Citizenship issues are reflected wherever possible in all other subjects e.g. when talking about global or local environmental issues.

We also develop FPE/PSHE and citizenship through activities and whole-school events, e.g. House competitions, fund raising activities, and residential trips in the U.K. and abroad for children from the age of 6, where there is a particular focus on raising developing pupils' self esteem and cultural awareness and giving them opportunities to develop leadership and co-operative skills.

Early Years Foundation Stage

FPE/PSHE and citizenship is taught in Kindergarten and Reception following the Early Learning Goals. Citizenship education is also supported in the Early Years Foundation Stage when the school reflects on 'how to develop a child's knowledge and understanding of the world'.

Teaching FPE/PSHE and Citizenship to Children with Special Educational Needs

At Woodlands School all children experience FPE/PSHE and citizenship teaching whatever their ability. FPE/PSHE and citizenship forms a pivotal part of the school's curriculum policy providing a broad and balanced education to all children. Through the FPE/PSHE and citizenship teaching, learning opportunities are provided that enable all pupils to make progress. This is achieved by setting suitable learning challenges and responding to each child's different needs. Assessment for each child, against the schools' criteria for success, allows the school to judge the progress being made by each child.

When progress falls significantly outside the expected range, the child may have special educational needs. The schools' assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that some additional or different action can be taken to enable the child to learn more effectively. This ensures that the classroom teaching is matched to the child's needs.

An Individual Education Plan (IEP) for children with special educational needs may be raised if required to ensure the correct support. The IEP may include, as appropriate, specific targets relating to FPE/PSHE and citizenship.

The school enables pupils to have access to the full range of activities involved in learning FPE/PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event, a risk assessment is carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

More Able and Talented Children

We will use a range of strategies to identify More Able and Talented pupils with this subject and ensure that where there is evidence of a child having a particular ability or talent, we will ensure a personalised learning programme is implemented.

Assessment and Recording

There are no attainment targets for FPE/PSHE education. Teachers assess the children's work in FPE/PSHE and citizenship both by making informal judgments as they observe them during lessons and by the way in which they compose themselves in their day to day routines around the school. Baseline assessments, in order to understand pupils' prior learning is essential to ensure new learning is relevant and progress can be assessed.

The achievements of pupils in FPE/PSHE are reported to parents each year in the annual report in the Pastoral section and under the appropriate ELG for Early Years Foundation Stage children.

Monitoring and Review

The FPE/PSHE and citizenship Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The Coordinator supports colleagues in the teaching of FPE/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.

The Coordinator evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

Equality Act 2010 Protected Characteristics

The School recognises the nine protected characteristics as defined by the Equality act 2010 as being:

- Age
- Disability
- Gender reassignment
- Marriage or civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

FPE and PSHE teaching at Woodlands will never undermine an ethos of respect for the individual characteristics outlined in the Equality Act 2010, and will celebrate diversity in all its forms.