

Woodlands Schools



PSHE and Citizenship Policy

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

Aims and Objectives

At Woodlands Schools Personal, Social, Health and Economic 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 doing so 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 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 consent, 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 arranged where possible 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. Parents are invited in to share traditions and cultural celebrations, and teachers ensure their learning, and class trips are considerate of these cultures, faiths and beliefs.

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 tries hard to make visits to places of worship of various other faiths.

PSHE and Citizenship Curriculum Planning

We use Kapow as our programme of study which is based on six core themes, within which there will be a broad overlap and flexibility.

- Rules
- Family and Relationships
- Health and Wellbeing

- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

Weekly assemblies are often based around PSHE and Citizenship with regular assemblies celebrating personal achievements and rewards for thoughtful, caring behaviour. PSHE is taught through a spiral programme which increases the challenge and broadens the scope and depth of the pupils' thinking.

Cross curricular links from PSHE and Citizenship are explored in all subjects, and 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 PSHE and citizenship through activities and whole-school events, e.g. House competitions, fund raising activities, and residential trips 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.

Foundation Stage

PSHE is a core area of learning in Early Years. We plan and assess using the progressive guidance and objectives set out in Development Matters. From Reception the children follow the Kapow scheme of work as well as implicit teaching and learning. At the end of Reception, PSHE makes a significant contribution to the Early Learning Goals of, Personal, Social and Emotional Development and Communication and Language.

Teaching PSHE and Citizenship to Children with Special Educational Needs

At Woodlands School all children experience PSHE and citizenship teaching whatever their ability. PSHE and citizenship forms a pivotal part of the school's curriculum policy providing a broad and balanced education to all children. Through the 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.

When a child may have special educational needs, the teacher 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 PSHE and citizenship.

The school enables 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 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 challenge or higher levelled activities are provided.

Assessment and Recording

There are no attainment targets for PSHE education. Teachers assess the children's work in 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.

The achievements of pupils in PSHE are reported to parents each year in the annual report in the PSHE and RE section; this applies to all children from KG to Year 6.

Monitoring and Review

The 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 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.

Safeguarding

Where a disclosure is made by a child during a PSHE or Citizenship lesson, the DSL will be informed. The disclosure will be kept on their file and the appropriate action will be taken where necessary to ensure safeguarding takes place.

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

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.