



## **Personal, Social and Health Education and Citizenship Policy (PSHE) Whole School and EYFS**

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Headteacher undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: 6 September 2021

Date of next review: 3 September 2022

### **Aims and objectives**

Our PSHE and Citizenship scheme of work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing.

Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future.

Lessons in this scheme of work have their foundations in understanding each and everybody's value in society, from appreciation of others to promoting strong and positive views of self.

Our teaching aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues.

Our PSHE and Citizenship resources are fully in line with the Learning Outcomes and Core Themes referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum

### **Implementation**

Our scheme of work is designed to be taught in thematic units consisting of six lessons. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon

previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child.

Lessons signpost key words, building a rich vocabulary to develop understanding.

Different methods and approaches are used, including role play, discussion and games in groupings of various sizes. Resources are also provided for communication with parents and carers about how and why each theme is covered, together with suggestions for extending the learning at home.

We encourage the children to take part in a range of tasks that promote active citizenship, including charity fundraising or the planning of special school events such as an assembly. We 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 children the opportunity to hear visiting speakers, whom we invite into the school to talk about their role in creating a positive and supportive local community.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

## **Impact**

Our scheme of work supports pupil wellbeing. Children are helped to develop the vocabulary and confidence to articulate clearly their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.

Our scheme of work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning while building confidence and self-esteem.

We believe that PSHE and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our children 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 the children experience the process of democracy through mock elections, discussion of current affairs and through membership of school committees. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multicultural society. These and other British values run not just through PSHE but throughout the school - in assemblies, circle time, key stage meetings and individual conversations.



## The Early Years Foundation Stage

We teach PSHE and citizenship in Reception as an integral part of the curriculum. As the reception class is part of the EYFS, 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 'Understanding the World'.

## Teaching PSHE and citizenship to children with special needs

We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through School Action and School Action Plus will lead to the creation of an SEND Support Plan (SSP) - please refer to the SEND Policy. When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs. Some of these targets may be directly related to PSHE and citizenship 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 the wider community.

## Monitoring and reviewing

The PSHE coordinator and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. The coordinator supports colleagues in their teaching 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 is also responsible for giving the Headteacher an informal annual summary report, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

This document should be read in conjunction with these other school policies:

- PSHE Medium Term Planning
- RSE Policy
- SEND Policy

Reviewed and approved:	Job title: PSHE Coordinator
	6 September 2021
Next review due:	3 September 2022