



# **Belbroughton CE Primary School & Nursery**



**PSHE & Citizenship**

## **Rationale**

Belbroughton CE Primary School & Nursery believes that it is an important part of our responsibility, alongside parents, to develop young people as valued members of society. Part of our core role is to help children develop the skills and attitudes need to achieve this so that as young people and adults they will achieve personal fulfilment in life.

Through the teaching of Personal, Social, Health Education and Citizenship (PSHE+C) we aim to meet the 5 National Outcomes for children stipulated by Every Child Matters and the Children Act 2004 which are:

1. Being healthy
2. Staying safe
3. Enjoying and achieving
4. Making a positive contribution
5. Economic well being

## **Aims and objectives**

### **Foundation stage**

In the Foundation Stage we teach PSHE+C as an integral part of the topic work covered during the year relating curriculum aspects of the children's work to the objectives set out in the Early Learning Goals.

The aims for teaching in the Foundation Stage come from the Stepping Stones and Foundation Goals in the Areas of:

- Personal, social and emotional development
- Knowledge and Understanding of the World

### **Key Stage1**

- To learn about themselves as developing individuals and as members of their own communities, building on their own experiences.
- To learn the basic rules and skills for keeping themselves safe.
- To learn how to develop a healthier lifestyle.
- To take responsibility for themselves and the environment.
- Begin to learn about their own and other peoples' feelings and become aware of the views, needs and rights of others.
- To learn social skills and consideration for others and to respect differences between people.
- To learn to resolve simple arguments and resist bullying.
- To begin to take an active part in the life of our school and our local community and make a positive contribution.
- Learn to make choices about their bodies, health and lifestyle.
- To promote pupils' emotional health and well being to enable them to enjoy and develop a sense of achievement—SEAL (Social and Emotional Aspects of Learning)

### **Key Stage2**

- Pupils learn about themselves as growing and changing individuals and as members of their communities.

- Become more mature, independent and confident.
- Learn about the wider world.
- Develop their sense of social justice, moral responsibility and make informed choices.
- Learn how to participate more fully in school and community activities.
- Learn to make choices about their bodies, health and lifestyle.
- Take responsibility for their own learning and to resist bullying.
- To begin to face the changes involved in their transfer to Middle School.

### **Teaching and learning approaches to personal, social and health education and citizenship**

The school promotes PSHE+C and its provision is provided through cross curriculum links, specific planning and also supplementing it with the SEAL programme. Circle Time forms the basis or starting point of lessons and supports children and enhances self-esteem. Discussion, role play, whole class, group, paired and individual work, assemblies (both year group and whole school), school council, ECO Committee, playtimes and after school activity clubs all play a significant role in the teaching of PSHE+C. The children agree their own set of classroom rules at the start of each year.

### **Inclusion**

In support of the inclusion policy, all pupils regardless of age, ability, sex or race will have the same opportunities to benefit from the PSHE+C resources and teaching methods. Special Needs children will have material provided which enables them to learn at the appropriate level.

### **Confidentiality**

It may be that during PSHE + C sessions pupils may disclose facts which are of concern to staff. These should be treated sensitively and in line with the Safeguarding Policy. Staff should never give undertakings of absolute confidentiality to pupils and when setting class rules for circle time it is important that children understand there may be times when the class teacher, as the adult in the room may have to share knowledge with other adults.

### **Assessment**

A report on PSHE+C will form part of the annual report to parents at the end of each year. Every opportunity will be provided for self, peer and teacher assessment.

### **Monitoring and Evaluating**

PSHE+C is monitored through the Environmental Curriculum Team. This team is responsible for ensuring that the scheme is monitored through:

- Review of medium plans
- Informal discussions with teachers
- Informal discussions with pupils
- Lesson observations
- Work Sampling
- Portfolio of photographs of displays and photographs of children taking an active part in PSHE+C lessons

This process measures whether the programme is effective and worthwhile. Class Teachers, Subject Leaders and the Environmental Curriculum Team will evaluate the outcomes from feedback from a variety of sources including pupil councils.

### **Review**

Monitoring, review and evaluation of PSHE+C will take place as part of the cycle of the School Development Plan and is undertaken by the PSHE and Citizenship CoOrdinator.

This policy was formulated after consulting teaching and non-teaching staff at Belbroughton CE Primary School.

Date of document: Autumn 2017

Date of Policy Review: Autumn 2020

Adopted by Governing Body:

Date: \_\_\_\_\_