





## PSHE Policy

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<b>Signed by Chair of Governors:</b>		<b>Signed by Headteacher:</b>	

At Willington Primary School, we ensure our setting nurtures the core values which underpin our whole school ethos; Respect, Empathy, Aspiration, Collaboration and Honesty.

### **1. Curriculum intent:**

At Willington Primary School, we strive to ensure personal, social and health education (PSHE) and citizenship enables children to grow up to become healthy, independent and responsible members of society. We aim to ensure our pupils play a positive role in contributing to the life of the school and the wider community and that they develop these transferable skills for later life. We want our pupils to appreciate and respect what it means to be a positive member of a diverse multicultural society.

1.2 The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others and a commitment to focus on relationships and qualities of character that enable people to flourish together.
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence 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.

### **2. Curriculum implementation:**

We use a range of teaching and learning styles following statutory requirements and the Derbyshire developed scheme, PSHE Matters, to meet the learning and developmental needs of the children in our care. Our curriculum encompasses transferable skills such as discussing, evaluating, explaining and debating. We also deliver aspects of our PSHE curriculum through other events such as charity fundraisers and Anti-bullying week and through systems we have in school such as the School Council, Playground Buddies and Lunchtime Helpers.

We encourage the children 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 evening, or involvement in an activity to help other individuals or groups less

fortunate than themselves. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community.

### **Curriculum impact:**

The result of our curriculum is that we develop children who are equipped with the skills that they need for their adult life and are prepared for their future. The children are able to build healthy relationships, contribute positively to the communities they are a part of, celebrate everyone's individuality and talents. They will also have a positive outlook and self-belief in their own abilities and strengths. The subject leader monitors the impact of this curriculum to ensure it is achieving our vision and action plans are developed to ensure we continue to improve the curriculum that we are providing our pupils with.

### **PSHE and citizenship curriculum planning**

3.1 We teach PSHE and citizenship in a variety of ways. Sometimes as a discrete subject and some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the planning of proposed local developments. As there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we also teach some of the PSHE and citizenship through our religious education lessons.

3.2 We also develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. We offer a residential visits to Lea Green in KS2 and Year 4 we have introduced the class camp out, where there is a particular focus on developing pupils' self esteem and giving them opportunities to develop leadership and co-operative skills.

### **4. Teaching PSHE and citizenship to children with special educational needs**

4.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

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

4.3 Intervention through School Support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PSHE and citizenship.

4.4 We enable 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 at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **5. Assessment and recording**

5.1 Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress.

5.2 Children's progress in P.S.H.E. is reported to parents in their reports.

## **6. Resources**

6.1 A variety of resources are available across the school, including books and schemes of work (PSHE Matters) which can be accessed electronically and a paper version. We also utilise a variety of websites to deliver our PSHE curriculum, most of which the links come from the PSHE Matters scheme. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

## **7. Monitoring and review**

7.1 The PSHE and citizenship subject coordinator together with the Headteacher is responsible for monitoring the standards of children's work and the quality of teaching of this subject. The subject leader and outside agencies support 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 subject leader is also responsible for reporting to the head teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

## **8. Policy Links**

8.1 This PSHE and citizenship policy should be read in conjunction with the other school policies. RSE Policy, Safeguarding Policy, Anti Bullying Policy, Equality Policy.