



# **PSHE/Citizenship Policy Document**

# ***The Beacon Folkestone***

## ***PSHE Policy.***

### **Rationale**

Personal, Social and Health Education (PSHE) and Citizenship enable our pupils to become healthy, independent and responsible members of society to their full potential. The pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. They learn how the world is organised and experience the process of equality in school through the school council. We provide opportunities for them to learn about rights and responsibilities and appreciate what it means to be a positive member of a diverse society. This gives all the pupils the chance to experience and value a range of cultures in modern multicultural Britain, making a significant contribution to citizenship education.

This policy has been produced for all Federation teaching staff, non-teaching staff, school governors and LEA advisors and reflects the principles of Every Child Matters.

### **The Aims are to enable the pupils:**

- To recognise their own worth;
- To work collaboratively with others;
- To develop positive relationships and respect for other people's feelings;
- To understand our, diversity and differences;
- To know and understand what constitutes a healthy lifestyle;
- To develop safety awareness;
- To be a positive and active members of a democratic society;
- To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- To form good relationships with other members of the school and the wider community.

This will be achieved by following the guidelines set out in all Key Stages of the National Curriculum, Seal and the Scheme of Work. In order to maximise learning opportunities many of the objectives are covered through other areas of the school's curriculum.

## **Principles of Teaching, Learning and Progression**

PSHE lessons are introduced to the whole class and developed through group and individual work allowing for differentiation. The teacher is responsible for ensuring that the content is accessible to all pupils and that the activities are suitable for the ability of the pupils. This is achieved through a range of teaching and learning styles. Pupils throughout the school are encouraged to work with others listening to their ideas and treating these with respect.

We also encourage the pupils to take part in a range of practical activities that promote active citizenship, e.g. fund raising, the planning of school special events such as assemblies, or the involvement in an activity to help other individuals or groups less fortunate than themselves. Classes are organised in such a way that the pupils are encouraged to participate in discussions to resolve conflicts or behaviour and the Federation is currently in the process of embedding a Restorative Justice approach. Pupils have opportunities to meet and work with members of the community.

## **Entitlement – Planning**

All pupils are entitled to access the National Curriculum for PSHE, regardless of race, religion, culture, gender, academic ability, physical ability or social background.

### ***The PSHE Subject Leader will be responsible for:***

- Reviewing and updating the PSHE policy and schemes of work;
- Monitoring the teaching and learning of PSHE on a regular basis (see separate notes on monitoring);
- Purchasing PSHE resources in co-ordination with the Faculty;
- Co-ordinating the auditing and organising PSHE resources;
- Offering support and advice on possible teaching activities to all staff.

### ***Teachers will be responsible for:***

- Planning effective PSHE teaching and learning in short and medium term plans;
- Assessment and levelling of pupils as per the National Curriculum attainment targets for PSHE.

## **Teaching of PSHE and Citizenship**

PSHE and citizenship are delivered in a variety of ways through circle time, whole school active learning opportunities and through TASC days in which;

- Everyone is included;
- Pupils work together formulating their own success criteria;
- Activities are structured to promote group research and investigations;
- Communication and interaction is facilitated and developed;
- Collaborative learning is encouraged.

## **Breadth and Balance**

Staff can access plans and resources relating to the new Schemes of Work through the Federation Go Givers account, which is linked to the new National Curriculum. Staff can also use objectives from QCA schemes of work to plan PSHE and Citizenship lessons, as well as having access to the Social and Emotional Aspects of Learning (SEAL) resources folders for all Key Stages including EYFS. The Social and Life Skills curriculum ranges from Profound (St Margaret's Trust) to OCR Accreditation. The school has a range of resources and interventions dealing with aspects of PSHE.

- Lesson plans focus on specific learning objectives and the class teacher may discuss them with the PSHE subject leader on an informal basis.
- In our Faculties we plan the topics in PSHE so that they build upon prior learning and offer them an increasing challenge as they move up the school.
- Pupils take part in role-play and discussions.
- Pupils are given opportunities to develop their ICT skills within PSHE.

Visits are integral to good PSHE teaching and we include as many opportunities as we can to involve pupils in practical lessons. Teachers are aware of safety needs and make reference to the appropriate health and safety guidance and guidelines for educational visits.

## **The contribution of PSHE in other curriculum areas**

- The Federation has devised an integrated curriculum which actively seeks to promote links between subjects. We believe that learning is most meaningful to the pupils when they are able to make links between subjects.
- EYFS follow the Early Years Foundation Stage Curriculum, this incorporates cross curricular learning through child initiated learning.

## **Primary Stage/Key Stage 2**

In the Primary Stage we develop PSHE and citizenship through a skills based curriculum, circle time is used to enhance and support pupils' overall development, using emotional literacy, using a range of strategies to help pupils to develop and express their feelings and emotions.

## **Secondary Stage/Key Stage 3&4**

In the Secondary stage we develop PSHE and citizenship through circle time activities and whole-school events e.g. reward system, eco team, the school council. Each class participates in PSHE at least once a week through discrete lessons and there are opportunities for pupils to work in pairs or groups with the guidance of the teacher to develop and extend skills in building relationships, confidence and self-esteem. Pupils develop self-confidence by having opportunities to explain their views on a number of personal, social, health and economical issues. They discover how to be active citizens in a democratic society, learn how laws are made and changed and how to recognize and challenge stereotypes. Pupils learn to understand that prejudice is a harmful aspect of society.

## **English**

PSHE contributes significantly to the teaching of English in our school by actively promoting drama, discussion, and speaking and listening skills.

## **Information and Communication Technology (ICT)**

ICT is embedded across the school using a range of technology to allow interaction with the global community.

## **Health and Safety**

We enable pupils to have access to the full range of activities involved in learning PSHE. When pupils participate in on or offsite activities a risk assessment is completed to ensure the safety of all pupils.

## **Marking**

Marking in PSHE follows the Federation marking and annotation policy.

## **Assessment and recording**

PSHE forms part of the curriculum to provide a broad and balanced education to all pupils. Through our PSHE teaching we provide learning opportunities that enable all pupils to make progress. This is done by setting suitable learning challenges and responding to each pupil's needs. Assessment against the National Curriculum allows us to monitor each pupil's attainment and progress against expected outcomes. Pupils are assessed formally and informally and this is used to inform future planning. All work is marked in accordance with the marking and annotation policy.

Achievements of pupils in PSHE and Citizenship are included in individual annual report to parents and recognised through and achievements assembly.

## **Monitoring and Review**

The PSHE Subject Leader is responsible for monitoring the standard, and supporting the teaching, of PSHE and maintaining their professional development in the subject. The subject improvement plan is regularly updated. It is the responsibility of the class teacher to assess pupil's work, and use this to inform future planning and differentiation. Learning outcomes are taken from the National Curriculum / SEAL.

## **Conclusion**

This policy should be read in conjunction with the following policies:

Teaching and Learning Policy

Assessment and Record Keeping

Responding to pupils work / Feedback / Marking Policy

Equal Opportunities Policy

Health and Safety Policy

Relationships and Sex Education Policy

Revised 15<sup>th</sup> June, 2016

Craig Rankin

PSHE Subject Leader

## UPDATE SCHEDULE

<b>Version</b>	<b>Reviewed</b>	<b>Reason for Update</b>	<b>Next review date</b>
1	Sept 2016	Transfer to single school	Sept 2018