

## **Beech Lodge School P.S.H.E. & CITIZENSHIP POLICY**

Our pupils access a three year rolling programme which encourages social interaction, social development and personal growth.

They take part in lessons which focus on themselves as human beings and individuals and are taught to understand rights and responsibilities in a variety of situations. They also access lessons which are associated to different topics within the remit of PSHE.

In addition, the pupils access Preventing extremism, Internet Safety, Sexual Relationship Education (SRE), Drug awareness, Money Matters and personal well-being

### **1. Introduction.**

This policy has been produced in response to the National Curriculum Framework for PSHE and Citizenship. PSHE stands for Personal, Social and Health Education. Personal and social development is the outcome of PSHE. Successful PSHE and Citizenship education is achieved through a variety of forms

- Discrete curriculum time.
- Teaching PSHE and citizenship through and in other subjects/curriculum areas.
- Through PSHE and citizenship activities and school events.

We recognise that a combination of these is needed for a whole school approach. Due to the diverse nature of P.S.H.E. and Citizenship this policy should be read in conjunction with the schools policies on Drugs education, Sex Education, Health and Safety, Child Protection, Inclusion, Bullying, RE, Rewards and sanctions, school trips and P.E.

### **2. Aims.**

Schools are required to promote the personal and social development of their pupils.

This is embodied in Section 1 of the Education Reform Act which says that the curriculum should:

- Be balanced and broadly based.
- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- To provide opportunities for all children to learn and to achieve. The means by which this is achieved is through Personal, Social, Health and Citizenship Education.

### **3. Objectives.**

- To establish opportunities for increased pupil involvement in the life of the school.
- To help our children to develop self- confidence and a feeling of worth.
- To encourage our children to make healthy, informed choices about their lives.
- To help pupils identify ways of responding to peer group pressure.
- To develop a caring and considerate attitude towards themselves and others.
- To develop a caring attitude to the environment.
- To help our pupils to understand and manage their feelings.
- To understand how society works ..... rights and responsibilities.

*Beech Lodge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

#### **4. Roles and Responsibilities.**

All members of the school community, including children, need to be involved in the development of the school's PSHE & Citizenship curriculum. The lead for PSHE is the Headteacher Lucy Barnes

#### **5. Pupil Entitlement.**

Personal, Social, Health and Economic (PSHE) education aims to help children and young people deal with the real life issues they face as they grow up. The issues that PSHE education covers are central to young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; sex and relationships; emotional health and wellbeing; safety; careers; work-related learning; and personal finance.

#### **6. Implementation.**

All teachers will be involved in the teaching of P.S.H.E. and Citizenship which will be done through discrete lessons or in a thematic way across the Key Stages.

Social Development and Citizenship will be taught:-

- Through separately timetabled time for PSHE and Citizenship
- In group speech and Language sessions
- Through Pastoral support
- Through daily interactions with the pupils
- In combination with other subjects
- Provision for P.S.H.E. and Citizenship will also be provided during Review of the week, Extra Curricular Activities, visits, visitors, playtimes and special events in the school.

#### **7 Planning.**

It is the PSHE coordinator's role to develop schemes of work and disseminate to appropriate staff. Staff responsible for delivering PSHE will adapt plans according to the individuality of the groups being taught.

#### **8 Assessment.**

There are no statutory requirements for end of key stage teacher assessment in PSHE & Citizenship. Teachers assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHE & Citizenship framework. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage, as outlined in the National Curriculum Guidelines.

Assessment should be active and participatory, helping children to recognise the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judgemental.

#### **9 Inclusion.**

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable challenges. Teachers should use a variety of techniques to include less able and gifted and able children. Teachers will make every effort to try to adapt each lesson to include children with all the different learning styles. (See Inclusion Policy)

#### **10. Teaching Strategies and Methodologies.**

A balanced range of teaching strategies is needed to provide for the effective delivery of PSHE for all children. The scheme of work emphasises active learning and participation, where children are encouraged to assess evidence, negotiate, make decisions, solve problems, work independently and in groups, and to learn from each other.

*Beech Lodge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

### **11. I.C.T.**

Opportunities to access ICT should be readily available. Pupils should take part in activities which alert them to the dangers of cyber bullying and how they should deal with it. (See ICT policy)

### **13. Cross Curricular Links**

Subjects such as English, History, Geography and RE provide opportunities for children to :-

- use role play and drama activities to ensure equality of access to a diverse range of language and literature.
- See the diversity of human experience and understand more about themselves as individuals and members of society.
- Understand that people involved in the same historical event had different experiences and views and developed a variety of different stories versions and interpretations.
- Challenge stereotypical views of countries and understand that all economic development takes place within a global context
- Focus on common elements, concerns and values in human experience and religious traditions, while appreciating the distinctiveness and integrity of individual faiths.
- Other subject areas provide a context for children to work cooperatively in a variety of different groups, to value and respect the views of others. All subjects can ensure that resources provide a balance of examples of role models from diverse cultural backgrounds that the past and present are reflected accurately, and that global links through electronic and other forms of communication are made,

### **14. Resources.**

Resources are readily available. New resources can be purchased according to needs and will be monitored to keep up to date with current, relevant material.

### **15. Health and Safety.**

School Health and Safety Policy will be followed where appropriate for the Health and Safety of our children.

### **16. Review.**

This policy will be monitored and evaluated by the Subject Leader in consultation with all staff on a regular basis.

April 2016

Review date April 2017