

The Priory Primary Academy Trust

# PSHE (Personal, Social, Health and Economic) and Citizenship Policy



January 2012  
Reviewed annually by the governing body

## Introduction

The Priory Primary Academy seeks to promote equality of opportunity for all and is mindful of the needs of each individual, regardless of gender, culture or creed.

The Head Teacher has responsibility for the personal, social, health and economic (PSHE) and citizenship education of the Academy and its pupils.

This policy was developed by involving pupils, parents/carers, staff, governors and the school nurse.

Views of the children and parents are highly valued and are collected formally through the Academy Council and through the annual questionnaire to children and their families. All views were taken into account when developing this policy and the PSHE and citizenship programme.

This policy is a working document which provides guidance and information on all aspects of PSHE and citizenship in the Academy for staff, parents/carers and governors.

## Policy statement

PSHE and Citizenship help to give pupils the knowledge skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. *The National Curriculum 2000*.

PSHE comprises planned provision to promote the personal and social development, health and wellbeing of pupils in a school *2003-2004 PSHE Annual report by QCA (Qualifications and Curriculum Authority)*.

Other related policies and documents include for example the Sex and Relationship policy, Drug Education Policy, Safeguarding Policy and the Equal Opportunities Policy.

## Moral and values framework

The Academy is proud of all its children and encourages them to achieve their best academically in a caring and safe environment. All children learn to have respect for themselves, other people and the world around them. We foster a positive attitude to life and work and we value politeness and good manners. Our aim is that all children will leave the Academy as happy, confident, articulate and numerate individuals who are well equipped for life in the 21<sup>st</sup> century.

## Equal opportunities statement

The Academy is committed to the provision of PSHE and citizenship to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where children with Special Educational Needs are given extra support.

## **Programme**

We place emphasis on active learning by including the children in discussion, investigations and problem solving activities. We encourage the children to take part in practical activities that promote active citizenship e.g. Children in Need, The Shoe Box Christmas appeal.

Through discussion, each class forms its own set of agreed rules and sanctions.

We develop the children's self esteem and confidence from the moment they arrive in the Academy. We have a weekly Good Work Assembly which celebrates the children's achievement in and out of school and our approach to children in attitude, teaching and assessment is positive.

### **Key Stage One**

Pupils learn to recognise and name feelings and express positive qualities about themselves. They develop skills to manage feelings in a positive and effective way and develop confidence in sharing their views and opinions. They learn to set themselves simple goals and make choices about some aspects of their health and well-being. Pupils identify and respect differences and similarities between people, recognise how their behaviour affects other people and that bullying is wrong and know how to get help dealing with it.

### **Key Stage Two**

Pupils learn to express their views confidently and listen and show respect for the views of others. They recognise their own worth and that of others and face new challenges positively. Pupils learn about the bodily and emotional changes at puberty, and ways of dealing with these in a positive way are discussed. They talk about a range of jobs, understand that they will need to develop skills to work in the future and how to look after and save money. Healthy lifestyles, including what affects mental health and risks involving substances and drugs, are discussed. Various types of relationships are investigated and skills are developed to maintain good relationships or to challenge negative behaviours such as stereotyping and aggression. They learn about rights, responsibilities and duties.

PHSE and Citizenship lessons in part respond to the particular needs of children as issues arise and this often takes the form of circle time discussions or through the Head Teacher's whole school assemblies. For the planned delivery of the curriculum, a variety of resources are used including the QCA Scheme of Work, the Social Emotional Aspects of Learning (SEAL) and internet resources. A more detailed scheme of work is available on request.

Additionally, there is a range of books dealing with specific aspects of social and emotional areas and these are freely available to children in the school library.

## **Organisation**

PSHE and Citizenship should not be delivered in isolation but firmly embedded in all curriculum areas. PSHE and Citizenship is normally delivered by class teachers in mixed gender groups. Active learning methods, which involve children's full participation, are used.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE and citizenship in school. The Academy has a code of practice for using visitors to support the delivery of PSHE:

- visitors are invited into the Academy because of the particular expertise or contribution they are able to make

- all visitors are familiar with and understand the Academy's relevant policies and work within them
- all input to PSHE lessons are part of a planned programme and negotiated and agreed with staff in advance
- all visitors are supervised/supported by a member of staff at all times
- the input of visitors is monitored and evaluated by staff and pupils; this evaluation informs future planning.

Evaluation of the PSHE and Citizenship programme is conducted using a variety of informal activities which have been built into the programme. Teachers are required to keep their own personal evaluation of each lesson which are used by the coordinator to inform future planning.

Liaison procedures are already in place with the main secondary schools in the area. Discussions on PSHE & citizenship are included.

The Academy believes in the importance of training for staff delivering PSHE & citizenship. Staff members are encouraged to access appropriate training and support to help them deliver effective PSHE and Citizenship.

### **Specific issues within PSHE and citizenship**

#### ***Confidentiality***

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Head Teacher before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

#### ***Child protection***

The school has a separate Safeguarding Policy. Effective PSHE and Citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

#### ***Controversial and sensitive issues***

Staff members are aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

#### ***Dissemination***

All staff members and governors receive a copy of the PSHE and Citizenship policy. Training is delivered to staff on the policy content as appropriate.