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**Totley All Saints  
Church of England Primary School**

# **PHSE and Citizenship Policy**



*“I have come that they may have life,  
and have it to the full.”*

**John 10:10**

**Subject Leader: Julie Brown**

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# PHSE and Citizenship Policy



## 1. Introduction:

At Totley All Saints, At Totley All Saints, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that the PSHE programme of study brings together citizenship with personal well-being through a values-based education. It is intended to support the school in developing a coherent whole-school approach to personal, social, health and economic well-being (PSHE). It supports all five outcomes of the ECM agenda and provides a context for school to fulfil our responsibilities to:

- promote the physical, social and emotional well-being of pupils;
- provide sex and relationships education; ( see SRE policy)
- promote community cohesion and global awareness;

## 2 Aims and objectives

**2.1** At Totley All Saints CE Primary School, personal, social and health education (PSHE) and citizenship enables our children to become healthy, independent and responsible members of society. At Totley All Saints, our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to the life of the school and the wider community. They learn how society is organised and governed, and experience the process of democracy in school through the school council. We provide opportunities for them to learn about rights and responsibilities so that they can learn to appreciate what it means to be a positive member of a diverse multicultural society.

- 2.2** The aims of personal, social and health education and citizenship are to enable the children:
- To know and understand what constitutes a healthy lifestyle
  - To be aware of safety issues including e-safety
  - To develop positive relationships and have respect for others
  - To develop good relationships with other members of the school and the wider community so that we can work well with others
  - To be positive and active members of their school and their community;
  - To develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
  - To understand our common humanity, diversity and differences

## 3 Teaching and learning style

**3.1** We use a range of teaching and learning styles to deliver the PSHE and Citizenship curriculum. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fund-raising, 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. Children have the opportunity to be responsible for different roles during their school life, such as 'snack shop monitors' and 'paired reading partners'.

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

**4.1** We teach PSHE and citizenship in a variety of ways. All of the objectives are covered in dedicated PSHE times. Many of the objectives are also covered through other areas of the curriculum, e.g. R.E., assembly time, science, history, geography and the 'hidden' curriculum (attitudes and expectations of behaviour promoted by adults in the school).

We plan for PSHE using a variety of resources. The long term planning is based on the 'Twinkl' scheme, but lessons are adapted by teachers for their individual classes. We also use DECSY resources, BBC and C4 SRE resources and Circle Time programmes as appropriate.

**4.2** 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 residential visits in years 4, 5 and 6 in Key Stage 2, where there is an increasing focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills. As a church school we have close links to the local church, and work co-operatively within the local community to support local events, such as planting trees with the local residents' association, singing Christmas carols and delivering Harvest gifts to local elderly residents.

## **5 Foundation Stage**

**5.1** We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. We relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for personal, Social and Emotional Development. Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Foundation Stage through other areas of learning, such as 'Knowledge and Understanding', and 'Communication, Language and Literacy'.

## **6 PSHE, Citizenship and online safety**

ICT makes a significant contribution to the teaching of PSHE and Citizenship. Children also develop a sense of global citizenship by using the Internet and e-mail. Through discussions on safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world. Online role-play software provides a very safe arena to try out actions without harmful consequences.

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

At Totley All Saints we teach PSHE and citizenship to all children, regardless of their ability. PSHE and Citizenship form part of the whole school curriculum policy to provide a broad and balanced education to all children. Our teachers provide learning opportunities matched to the individual needs of children, including those who are gifted, talented and able or have learning difficulties.

- 7.1** When teaching PSHE and Citizenship, we take into account any targets set for children on their One Page Profiles.

## **8 Assessment and recording**

**8.1** Teachers monitor the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons

**8.2** Achievements of children in PSHE and Citizenship are reported to parents at the end of each year in the annual report to parents.

## **9 Resources**

**9.1** We keep resources for PSHE and citizenship for each unit of work electronically on the school server. We have additional resources in the library. Individual class teachers hold reference materials for teaching sensitive issues such as SRE.

## **10 Monitoring and review**

**10.1** The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports 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. They are also responsible for giving the Head teacher an action plan showing actions needed to develop the subject further. We allocate time for our subject leaders to monitor and review the subject, and to allocate the budget effectively.

An evaluation of the year's progress is also given to governors. A named governor visits school to 'experience' a PSHE and Citizenship session each academic year.

## **Awards**

Totley All Saints has achieved the Healthy Schools' Award in previous years. The principles continue to be upheld as the award is no longer renewable.

The School has also achieved the Green Flag Eco- schools award and the UNICEF silver Rights Respecting Schools award. The principles of these awards are practised and continue to enrich the school environment and support children's learning of living in the wider world.

The school has achieved the Bronze level of the Global Neighbours accreditation scheme and continues to work towards Gold in recognition of the children's learning to be Courageous Advocates for the world in which they live.