



Parkland
Primary School

Learning together

PSHE and Citizenship **Policy**

“Be the change you want to see in the World”.
Mahatma Gandhi

Established by:	Liz Lee	First Issued:	January 2012
Revised by:	Rob Rowell	Last reviewed:	January 2014
Page 1 of 4		Next review due:	May 2015

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Aims

We strive to

- produce young people who are thoughtful and responsible, who are able to lead safe, healthy and fulfilling lives
- help young people become independent and self-assured citizens who are able to make a positive contribution to society
- develop awareness of community involvement and moral responsibility
- give children opportunities to form their own opinions and express their views
- improve pupils' key skills in communication and enquiry

Organisation of Provision

All staff have a role in the Personal Social Health and Economic Education of the pupils as well as Citizenship. They are best placed to build up the self-esteem of the pupils and develop their skills by giving them responsibility.

Teachers encourage pupils to give of their best and help them learn how to work with others effectively.

PSHE and citizenship are taught through a mixture of strategies.

Primarily children are taught by using a delivered program based upon the Cambridgeshire SOW, which has been adapted by staff to suit the needs of our pupils. It addresses the statutory requirements that are taught within the subject, and encompasses the areas previously covered by SEAL to ensure breadth.

A cross curricular approach is also harnessed, where links are made to PSHE and citizenship through a thematic unit. For example, children may be asked to consider the morality of the behavior of a historical figure or the ethics of particular environmental issues.

A planned program of extra-curricular work based on three awards for citizenship is also available for children to access on a voluntary basis.

There are occasional speakers and issues are raised in morning assemblies.

Inclusion

All children have appropriate next steps in learning, no matter what their ability level might be. This is achieved using a range of teaching and learning strategies. Common tasks may be set that are open ended and that may result in a range of responses. A number of tasks may be designed, each increasing in difficulty and with the expectation that not all children will complete every task. Children may be ability grouped and set different tasks, or may be supported more by teachers and teaching assistants.

Resources and equipment of different complexities may be provided for the children.

These strategies ensure that the most gifted child and the child with the greatest degree of learning difficulty can be catered for.

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Page 2 of 4		Next review due:	May 2015

Monitoring and review

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe the children during lessons. Once the children complete a unit of work, teachers make a summary judgement of the work for each pupil as to whether they have yet to obtain, have obtained or have exceeded the expectations of the unit. Results are recorded in assessment files and are used to plan future work, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

The PSHE and citizenship subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in these subjects. The subject leader is also responsible for supporting colleagues in the teaching of PSHE and citizenship, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The subject leader gives the head teacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

Children are also asked to self- assess in PSHE and citizenship using a number of strategies. This is particularly valuable because of the personal content of the subject.

Success criteria

We will know that our PSHE and citizenship provision is successful when

- children are engaged and active in their learning
- PSHE and citizenship is an integral part of a broad and balanced creative curriculum
- the skills and knowledge that the children have are age related or better
- all children demonstrate developing awareness and consideration of themselves and those around them
- all members of the school community work responsibly together

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Page 3 of 4		Next review due:	May 2015

An overview of the PSHE program of study

	Aut1	Aut2	Aut3	Sp1	Sp2	Sum1	Sum2
EYFS	Myself and My Relationships 1 Beginning and Belonging	Myself and My Relationships 2 Family and friends	Citizenship 1 Identities and Diversity	Citizenship 3 Me and My World	Myself and My Relationships 3 My Emotions	Healthy and Safer Lifestyles 2 Keeping Safe	Myself and My Relationships 4 Healthy Lifestyles
Yr 1&2 cycle A	Myself and My Relationships 4 Beginning and Belonging	Citizenship 3 Working together	Healthy and Safer Lifestyles 4 Managing Risk	Healthy and Safer Lifestyles 5 Safety Contexts	Myself and My Relationships 5 My Emotions	Citizenship 4 Diversity and Communities	Healthy and Safer Lifestyles 6 Sex and Relationships Education
Yr 1&2 cycle B	Citizenship 5 Rights, Rules and Responsibilities	Myself and My Relationships 6 Family and friends	Myself and My Relationships 7 Healthy Lifestyles	Healthy and Safer Lifestyles 8 Drugs Education	Healthy and Safer Lifestyles 9 Personal Safety	Economic Wellbeing 1 Financial Capability	Healthy and Safer Lifestyles 10 Sex and Relationships Education
Yr 3&4 cycle A	Myself and My Relationships 9 Beginning and belonging	Myself and My Relationships 10 My Emotions	Citizenship 6 Working together	Citizenship 7 Diversity and Communities	Healthy and Safer Lifestyles 11 Managing Risk	Healthy and Safer Lifestyles 12 Safety Contexts	Healthy and safer lifestyles 13 / 14 Sex and Relationships Education Healthy lifestyles
Yr 3&4 cycle B	Citizenship 8 Rights, Rules and Responsibilities	Myself and My Relationships 11 Family and friends	Myself and My Relationships 12 Anti-bullying	Economic Wellbeing 2 Financial Capability	Healthy and safer Lifestyles 15 Drugs Education	Healthy and safer lifestyles 16 / 17 Personal Safety Sex and Relationships Education	Myself and My Relationships 13 Managing Change
Yr 5&6 cycle A	Myself and My Relationships 14 Beginning and Belonging	Citizenship 9 Working together	Healthy and Safer Lifestyles 19 Safety Contexts	Myself and My Relationships 15 My Emotions	Citizenship 10 Diversity and Communities	Healthy and Safer Lifestyles 20 Sex and Relationships Education	Economic Wellbeing 3 Financial Capability
Yr 5&6 cycle B	Citizenship 11 Rights, Rules and Responsibilities	Healthy and Safer Lifestyles 21 Healthy Lifestyles	Myself and My Relationships 16 Family and Friends	Healthy and Safer Lifestyles 22 Drugs Education	Myself and My Relationships 17 Anti-bullying	Healthy and Safer Lifestyles 24 Sex and Relationships Education	Myself and My Relationships 18 Managing Change

The units are arranged in two yearly cycles to allow year groups with mixed age classes to avoid repeating the program of study.

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Page 4 of 4		Next review due:	May 2015