|  |  |
| --- | --- |
|  |  |
|  |  |
| PSHE and Citizenship Policy | This policy is underpinned by the commitment of Parkland Primary School to support wellbeing, development and resilience of all pupils including the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve. |
|  |  |
|  |

**Introduction:**

This policy has been drawn up in consultation with teaching staff and is based on best practice guidelines. It has been shared and approved by the teaching staff and school Governors.

At Parkland, the PSHE programme of study brings together citizenship, British Values with personal safety, awareness and 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 education (PSHE).

It incorporates the statutory requirements for Relationships and Sex Education (RSE).

PSHE also provides school with an opportunity to focus on the delivery of social and emotional aspects of learning.

**Vision:**

Through PSHE, we endeavour to foster the notions of responsibility and empowerment to promote a sense of achievement and to enhance self-confidence. PSHE education is guided by the values of:

• Honesty,

• Kindness,

• Trust,

• Responsibility,

• Friendship,

• Self-control,

• Empathy,

• Respect,

• Tolerance

• Understanding.

After taking part in the Route to Resilience Programme in 2018, Parkland Primary School has also identified a set of characteristics that support our pupil’s resilience. Alongside the PSHE curriculum, pupils are taught how these characteristics can be developed, are encouraged to identify how they can use them to support their day-to-day learning and living and are helped to identify their areas of focus.

These characteristics are:

* Social Skills
* Self-control
* Gratitude
* Hope
* Enthusiasm
* Curiosity
* Perseverance

Aims:

At Parkland, we strive to

* develop young people who are thoughtful and responsible, who are able to lead safe, healthy and fulfilling lives
* give our young people the knowledge, skills and resources that support emotional resilience, self-esteem, healthy relationships, rights and responsibilities and sex education.
* help young people become independent and resilient citizens who are able to make a positive contribution to society.
* develop awareness of community involvement and moral responsibility.
* give children opportunities to make informed choices, 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. All staff 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 at Parkland Primary School PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. PSHE provides the children with the building blocks necessary in order that they develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Our programme which has been adapted by staff to suit the needs of our pupils is based on pupil voice, teacher reflections, national guidance produced by the PSHE Association and statutory RSE requirements (See the RSE Policy). As such it addresses the statutory requirements that are taught within the subject. (See Appendix A – PSHE Overview) In addition, the PSHE programme of study has been reviewed against British Values requirements and these are embedded throughout.

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 behaviour 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 school and class assemblies.

**Inclusion**

Within PSHE, staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, including boys and girls, pupils with diverse additional educational needs, and pupils from all social and cultural backgrounds. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in ways that suit pupils’ current attainment level, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

In order to provide access to learning and to meet pupils’ diverse needs, specific action will be taken by staff to:

• create effective learning environments, providing for pupils who need additional support with communication, language and literacy,

• provide a multi-sensory approach using a variety of media,

• provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate,

• use appropriate summative and formative assessment approaches to inform future learning,

• set targets for learning and behaviour including taking steps to help pupils manage their own emotions.

**Blended Learning**

Opportunities for blended learning should be used in PSHE when it has the potential to drive learning and progress. It is useful to record pupils’ learning and performances as they develop, using digital devices as appropriate to do this.

Students will be encouraged to:

• find things out from a variety of sources, selecting and using information to meet their needs,

• develop their ideas using digital tools to refine their learning and enhance its quality and accuracy

**Monitoring and review**.

Teachers assess the children’s work in PSHE and citizenship by making informal judgements as they observe the children during lessons. Monitoring and evaluation of teaching, OneNote portfolios and pupil voice is used to assess learning, coverage and understanding of unit of work.

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.

**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

• all children demonstrate developing awareness and consideration of themselves and those around them and how to keep themselves safe

• all members of the school community work responsibly together