



# Red Hall Primary School

## PSHE Policy

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## **Our Ethos**

At Red Hall Primary School, we are committed to supporting the emotional health and wellbeing of our whole school community – pupils, staff, parents/carers and governors.

We have worked hard to develop a unique ethos, which puts our children and the staff's well-being at the heart of everything we do. This is what sits at the core of the service we provide at Red Hall Primary School.

We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

### **At our school we:**

- help children to understand and manage their emotions and feelings better
- help children and staff to feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children and staff know that they count
- support children to recognise the impact of choices they make
- encourage children and staff to be confident
- help children and staff to develop emotional resilience and to manage setbacks

## **Personal, Social and Health Education (PSHE) and Citizenship Policy**

### **Aims and objectives**

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- develop good relationships with other members of the school and the wider Community

### **Teaching and learning style**

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussion, 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 fundraising, 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.

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

We teach PSHE and citizenship in a variety of ways. In some instances, e.g. drugs education, we teach PSHE and citizenship as a discrete subject. Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. 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 a residential visit to Kingswood and Carlton in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

### **Foundation Stage**

We teach PSHE and citizenship in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). 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 reception classes when we teach "how to develop a child's understanding of the world".

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

At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range or exceeds it, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through school systems will lead to the creation of a Support Plan for children with special educational needs. The Support Plan may include, as appropriate, specific targets relating to PSHE and citizenship. These are regularly evaluated and where needed, the Well Being Team will be involved.

We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

Teachers assess the children's work in PSHE and citizenship by making informal judgements as they observe them during lessons, measured against the specific learning objectives set out in the National

Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information onto the next teacher at the end of each year. The assessments that we make of a pupil's achievement do not imply that a pupil has "passed" or "failed".

### **Resources**

We keep resources for PSHE and citizenship in a central store. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

### **Monitoring and review**

The PSHE and citizenship subject leader is responsible for monitoring the standards of children's work and the quality of 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. The subject leader is also responsible for giving the head teacher an annual summary report, evaluating strengths and weaknesses in the subject and indicating areas for further improvement. We allocate special time for our subject leader to enable him/her to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.

### **Note**

This PSHE and citizenship policy should be read in conjunction with the Health, Safety and Welfare Policy and Relationships Education Policy.