



Sheldwich Primary School

PSHE and Citizenship Policy

Introduction

Our school wishes to promote ... "Spiritual, Moral, Cultural, Mental and Physical development of pupils and to prepare them for the opportunities, responsibilities and experience of adult life"

(1988 Education Act)

We at Sheldwich Primary School believe that PSHE is a vital element of our curriculum and we place great importance on it throughout the school.

Personal, Social Health Economic education is about children's understanding of themselves, their safe and healthy development, sense of responsibility and moral response to their social and physical environment.

Aims of PSHE and Citizenship

1. To promote the spiritual, moral, social and cultural development of pupils at Sheldwich as a preparation for adult life.
2. To establish and encourage an awareness of the means to gain and maintain a healthy body and responsible attitude to health issues.
3. To assist children in the knowledge and understanding of safety in different environments, together with the development of an awareness of personal safety and the safety of others.
4. To enable children to recognise the role of exercise in promoting and maintaining good health.
5. To educate children about nutrition, the relationship between diet and health and encourage children to make healthy choices.
6. To understand the knowledge and practices needed to promote personal cleanliness.
7. To develop in children an understanding of environmental aspects of education, including social, physical and economic factors which contribute to health and illness. This will include discussions and work based on issues such as drugs, relationships, and making choices (see Drugs Policy).
8. To help develop personal qualities such as :-
 - independence of mind
 - self-reliance, self-discipline and self-respect
 - an enterprising and persistent approach to tasks and challenges
 - consideration for others
 - a sense of fairness, together with respect for the process of the law
 - respect for ways of life, opinions and ideas different from one's own, provided they are based on consideration for others
 - concern for the conservation of the natural world and for the physical, including the built environment.

Psychological Aspects of PSHE and Citizenship

We hope that through the implementation of PSHE and Citizenship into our school's curriculum the children will be able to:-

1. Recognise that individuals belong to many groups in which they will have different roles.
2. Understand that individual responses to events will vary and that they should respect other people's emotions and feelings.
3. Develop an awareness that their actions inevitably have consequences for themselves and others.
4. Be encouraged to develop an understanding of friendship and loyalty.
5. Develop a high degree of self-esteem.
6. Develop personal qualities such as respect for truth, independence of mind, flexibility and imaginativeness.
7. Make choices independently seeing the relevance of their actions and their effects upon others.
8. Develop their ability to work successfully in partnership and teams.

PSHE, Citizenship and the National Curriculum

The whole school uses the spiral SCARF- (Safety, Caring, Achievement, Resilience, Friendship) curriculum devised by Corman Life Education Charity offering a comprehensive PSHE, Citizenship & Relationships Scheme of Work, focusing on a specific area each term as an anchor for all learning within PSHE/Relationships:

Valuing Difference,
Me and My Relationships,
Keeping Safe,
Rights and Respect,
Being My Best,
Growing and Changing.

However, class teachers can implement these topics where they choose appropriate in their planning of the curriculum and as a school the content for each lesson is reviewed to ensure that Shelwich provides a bespoke appropriate curriculum tailored to the stage not age of our pupils.

PSHE through SCARF/Circle Time/Collective Worship

Circle Time is a valuable opportunity to develop all aspects of PSHE and Citizenship. It allows a secure and positive environment for children to discuss, listen and reflect on issues as they arise or those planned to develop direct teaching. It provides a strategy for developing self-esteem, team working, social responsibility, problem solving and positive behaviour. Children leave confident to handle positively the demands and problems of daily life.

SCARF/Circle Time forms part of the school's collective worship and occurs in class groups on a weekly basis. It is important that the adult leading the session is part of the circle and seen as an equal rather than a superior. The role of an adult is a facilitator for the children to lead within a respected set of rules.

The sessions are used for a range of purposes including those below:

- Problem solving including negotiation and decision making
- An anti-bullying tool
- A method of introducing school and classroom rules and consistent standards of behaviour
- A way of raising concerns
- A forum for innovation and ideas
- A method of expressing genuine feelings
- An aid for teachers to assess each child's social, emotional and behavioural needs and understanding
- An opportunity to promote speaking and listening skills.

Children are encouraged to contribute but all understand that they do not have to if they don't want to.

Circle Time is vital in providing children with opportunities to recognise that others may have a point of view which is still valid whilst being different from their own.

Teaching Methods

A mixture of teaching methods will be used; group work and class work, discussion, circle-time, visitors, outside experts and role play across the whole curriculum ensures that children experience PSHE and learning through Citizenship effectively.

Staffing

Initially, the class teacher will be responsible for the lesson content but, within the overall ethos of the school all teachers have equal responsibility on the playground, during lunchtimes or after school clubs. The PSHE coordinator is responsible for ordering materials, arranging INSET courses in collaboration with senior management, advising staff and co-ordinating resources.

PSHE and Citizenship – How do we involve this in our day to day school life?

- a positive behaviour policy
- focused circle/PSHE and Citizenship opportunities
- school council/Health and Safety and Eco council
- school/class newsletters
- parent/child/teacher target meetings
- residential/day trips
- involvement in PTA social trips and events
- visitors e.g. fire fighters, police, artists, actors etc to school
- involvement with children from other schools
- celebration assemblies
- development of the school environment through curriculum events
- involvement of the children in running stalls at the school fetes, handling money, fund raising and organising class/school events.

***Reviewed by AA: February 2024
To be reviewed: September 2024***