



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

At Colleton we believe PSHE and Citizenship allows our children to become healthy, independent and responsible members of society. Our pupils are encouraged to develop a sense of self-worth by playing a positive role in contributing to school life and the wider community.

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance.

We must teach health education under the same statutory guidance.

Aims

The aims of PSHE and citizenship are to enable the children to:

- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Know and understand what constitutes a healthy lifestyle both emotionally and physically
- Be aware of safety issues
- Understand what makes good relationships with others
- Have respect for and understand our common humanity, diversity and differences
- Be independent and responsible members of the school community
- Be positive and active members of a democratic society
- Be aware of the value of money
- Develop good relationships with other members of the school and the wider community

Teaching Methods

We use a range of teaching and learning styles, including the children in activities such as discussions, role play, games, investigations and problem-solving activities. We are organised in teams and often work across year groups and phases, so to promote our ethos of collaborative working. We provide opportunities for the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, whole school special days, residential trips. We organise our registration groups across year groups to encourage a sense of community and to give children opportunities to socially interact with different children. Children have opportunities to meet and work with members of the community e.g. members of the local church, health workers, whom we invite into school to talk about their roles. Children take different roles of responsibility during their school life e.g. school council, monitors, peer mediators.

Planning

All planning will be in line with school policy and will add detail to our Rolling Programme. Planning will highlight the cross-curricular links made with other subject areas to enable the Rolling Programme to function to its optimum effectiveness. Some of the objectives set out in the Rolling programme are taught discreetly such as drugs and medicines. However many of the objectives are covered through other areas of the curriculum including the ethos of the school, and attitudes and expectations of behaviour promoted by adults in the school.

In the Foundation Stage PSHE is an integral part of the way we work and underpins all that we do. We follow the Early Learning Goals of Personal and Social Development to support our planning.

Assessment

Teachers assess the children's work both by making informal judgements as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

We keep records of the contribution to the life of the school and community in photograph and video form. A comment relating to PSHE and Citizenship is included in the annual report to parents on pupils' progress.

Please refer to the SEN Policy, Accessibility Policy, and Single Equality Policy.

Responsibility: Curriculum Committee
Reviewed: 4 Years
Last Review: May 2021
Next Review: May 2025
Ratified: 26th May 2021

