

Paisley Primary School

PSHE and Citizenship Policy

Introduction

Personal, social and health education (PSHE) is concerned with the emotional health, well being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others;
- promote good attitudes towards others and an understanding of differences between people and their viewpoints;
- provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond family;
- equip pupils with knowledge about the world in which we live;
- equip pupils with the skills and attitudes to engage successfully in the task of learning;
- encourage reflection about beliefs, choices and values;
- promote a healthy and safe lifestyle;
- provide opportunities, responsibilities and experiences that will prepare pupils for the adult world.

This policy links with the following school policies:

Behaviour, Bullying, Equal opportunities, Sex and Relationships, Drug Education, Science, R.E. and P.E.

Everyone at Paisley Primary School promotes the aims of this policy. All adults are role models for the children and therefore add to the positive ethos that our school values.

Teaching and Learning

Personal, social and health education is taught through interactive learning. Discussion, debate and circle time are used to develop interactive learning and, therefore, implementing effective personal, social and health education.

The interactive method is used to encourage:

- the participation of individuals as part of a large group;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas within the whole group;
- the opportunity for teachers to reflect on the effectiveness of their teaching approaches.

Lessons include time for:

- individual reflection on the subject in hand;
- small group decisions and decision-making;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing what has been learned/decided, where appropriate.

PSHE takes the form of lessons taken from the whole school planned scheme of work, planned opportunities taken within other curriculum subjects, and planned PSHE activities and events. For example, the Year 6 residential trip, health fairs, and themed days/weeks.

Equal opportunities

In PSHE equal opportunities may be the focus of the lesson as well as a permeating theme. PSHE actively encourages children to develop good relationships. All the children have full access to a range of learning opportunities and experiences.

Differentiation

The teaching and learning styles implicit in PSHE are suited to children's needs. They relate academic learning to real life situations, encourage discussion, group work and practical experiences where each child responds on an individual level. Learning outcomes which result from PSHE are often demonstrated in a change of attitude or an increased level of maturity which is rarely dependant on a child's academic ability.

Planning

"PSHE cannot be left to chance. Planning, development, implementation and management remain important." (NCC Curriculum Guidance 1990)

At present the guidance for PSHE and citizenship is non-statutory. The long term plan has been written with reference to these guidelines. The medium term planning has been written based on the 'Health for life' scheme. This medium term planning is the responsibility of the PSHE co-ordinator.

Monitoring

There are opportunities for the co-ordinator to monitor the teaching and learning which takes place in the classroom. Planning will also be monitored. Discussion will take place between the co-ordinator and the class teacher.

Assessment

PSHE is primarily concerned with the development of skills, values and attitudes and it will therefore depend upon a class teacher's own judgement as to what extent these areas have been developed.

There are two broad areas for assessment in PSHE:

- Children's knowledge and understanding;
- How well the children can use their knowledge and understanding in developing skills, values and attitudes.

It is imperative that assessment in PSHE is not a judgement on a child's individual worth or personality.

Recording

Examples of children's work are kept in their own individual records or, where practical, examples of children's work will be collated and kept in a central portfolio.

Reporting

There is at present no statutory obligation for schools to report on the individual progress children in PSHE. The school does this informally through end of year reports.

Specific issues within PSHE and citizenship

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named child protection co-ordinator who may confer with the headteacher before any decision is made.

Child Protection

The school has a separate child protection policy. Effective PSHE and citizenship may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff is aware that views around some PSHE related issues are varied. However, while personal views are respected, all PSHE issues are taught without bias. Topics are presented using a variety of beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Sex and Relationship education and Drug Education are taught within PSHE and citizenship and also as part of the Science curriculum. Both of these subjects have their own separate policy and are therefore not discussed at length in this policy.

Resources

Resources, which are currently available, are listed in appendix 1 and are located in the teacher resource room. New resources will be purchased when funds are available and the resource list will be updated.

Professional Development

Training will be given to members of staff as appropriate courses are identified. Staff members will then disseminate information to the rest of the staff.

Role of the Co-ordinator

- to promote a whole school approach to the teaching of PSHE and citizenship
- to take the lead in policy development and writing
- to take the lead in medium term planning to ensure all aspects of PSHE and citizenship are covered
- to support colleagues with PSHE and citizenship planning and teaching if the need arises
- to purchase and organise resources ensuring appropriate resources are available to class teachers when needed
- to keep up to date with developments in PSHE and citizenship and disseminate information to staff

Review and implementation

This policy is to be reviewed in the spring term of 2007 and is the responsibility of the PSHE co-ordinator (currently Ruth Bell).

Ruth Bell
September 2005