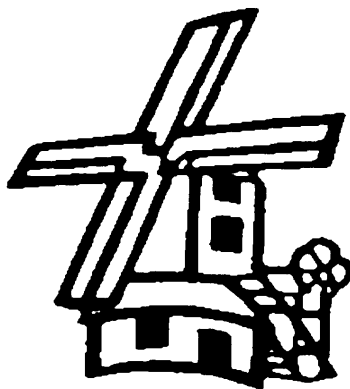


Millfields Primary School

Personal, Social, Health and Citizenship Education Policy



The policy should be read in conjunction with the Sex and Relationships Education Policy and the Wellbeing and Mental Health Policy, as should the Drugs Education policy.

The Importance of Personal, Social, Health and Citizenship Education

Personal, social and health education (PSHE) and citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities, in doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are a part of growing up. They also find out about the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

National Curriculum 2000

Our approach to Personal, Social, Health and Citizenship Education at Millfields

Personal, Social, Health and Citizenship Education is central to the educational entitlement of all children at Millfields Primary School and, as a cross curricular dimension, permeates all aspects of school life. The way the curriculum is managed, its organisation and the varying teaching styles used are central to the school's philosophy and ethos, its aims, attitudes and values; all contribute to the personal and social development of children in the school. Personal, Social, Health and Citizenship Education is also encompassed within the teaching of several subjects, notably Science, RE and PE. Whilst being an integral part of the whole curriculum it is also viewed as a separate subject within Key Stage 2 to ensure full coverage of the National Curriculum framework.

We provide opportunities for personal and social development through a range of strategies:

- individual, peer group and collaborative group work
- discussion
- drama and role-play
- involvement in a range of problem solving activities
- preparation and presentation of tasks for different audiences
- inviting speakers from the community into school
- trips and visits

- positive self-assessment
- positive marking, with verbal or written comments or marking symbols as identified in our Responding policy
- assemblies which reflect and shape school ethos
- school council

Through our general routines, in and out of the classroom, and the way in which individuals relate to each other, children learn to form their own attitudes and values. All staff encourage positive approaches to behaviour and our Behaviour policy reflects this, setting out clear guidelines based on the rights and responsibilities of everyone in our school. By building positive working relationships between children and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

We provide opportunities for parents, the community and outside agencies to contribute to the personal and social development of our children through their active involvement in the life and philosophy of the school.

Aims of Personal, Social, Health and Citizenship Education

Our aims are to help each child to:

- develop confidence and independence
- value and respect him/herself, other people and living things, belongings and the environment
- develop social skills, including being able to co-operate and share
- research, discuss and debate issues that affect them, expressing their views clearly
- recognise their achievements and mistakes, set personal goals and face new challenges positively
- understand the consequences of their actions for themselves and others
- understand their rights and responsibilities at home and in the community
- know about rules and laws, and how to make and change them
- know about democracy, democratic institutions and the groups which influence them
- appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- explore how the media present information

- think about the lives of people in other places and times, with different values and customs
- understand different types of relationships and develop the skills to be effective in relationships
- realise the consequences of racism, teasing and bullying, and understand how to respond to them
- recognise and understand the similarities and differences between people, challenging stereotypes where necessary
- take his/her place in a wide range of roles in preparation for adult life
- understand what makes a healthy lifestyle and how to make informed choices
- know how the body changes as they approach puberty
- know what is meant by a drug; which are legal and illegal; their effects and risks
- know that they can be pressured to take risks and behave wrongly, and how to resist such pressure

Scheme of work for Personal, Social, Health and Citizenship Education

We currently access and use the PSHE Association curriculum. The programme of study aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

Special Educational Needs

There are a variety of materials available to support the delivery of all elements of PSHE. Special educational needs can be supported within the classroom environment and through careful differentiation of planning as required.

Equal Opportunities – Access and Entitlement

- An entitlement to learning must be an entitlement for all pupils.
- The National Curriculum document includes a statement on inclusion, which makes clear the principles that schools must follow in their teaching across the curriculum, to ensure that all pupils have the chance to succeed whatever their individual needs and the potential barriers to their learning may be.
- All pupils will be given equal access to the subject, regardless of race and gender.

In order to meet children's diverse needs, and help all children make the best possible progress, practitioners should:

Provide a safe and supportive learning environment, free from harassment, in which the contribution of all children is valued and where racial, religious, disability and gender stereotypes are challenged.

Practitioners should plan to meet the needs of boys and girls equally, children with SEN, children who are more able, children with disabilities, children from all social backgrounds, children of different ethnic groups including travellers, refugees and asylum seekers, and children from diverse linguistic backgrounds.

Monitoring and Evaluation of the policy

This policy will be reviewed every three years, using feedback from teachers, parents and pupils.