

Woodside Academy



Personal, Social & Health Education & Citizenship Policy

***“We insist on Children’s entitlement to a broad range of knowledge and skills and the chance to develop creatively, emotionally and spiritually”
from School Vision Statement “Excellence Through Opportunity”***

Introduction

Every child has the right to make a positive contribution:

- Engage in decision making and support the community and environment
- Engage in law-abiding and positive behaviour in and out of school
- Develop positive relationships and choose not to bully and discriminate
- Develop self-confidence and successfully deal with significant life changes and challenges
- Develop enterprising behaviour

From Every Child Matters: Changes for Children HMSO 2004

Our school vision and ethos is strongly supported through, and embedded in, the delivery of our PSHE whole school approach to the curriculum. At our school we are committed to ensuring that the emotional and social needs of all our children are met within our school environment and we support the development of children’s health and wellbeing, self-esteem and confidence.

What is personal and social development?

Personal and social development is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, mental and physical development, and ultimately their own wellbeing and that of the wider community.

What is Personal, Social and Health Education (PSHE) and Citizenship?

PSHE and Citizenship are planned elements of the whole curriculum that help to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active responsible citizens in a rapidly changing world. In PSHE and Citizenship, children learn to recognise their own worth, work well with others and become responsible for their own learning. They learn to understand and respect our common

humanity, diversity and differences. They find out about political and social institutions which affect their lives, as well as their rights and duties as individuals and members of society.

How are children involved in the school's decision making procedures?

It is important to recognise that children and young people are not simply being prepared to become citizens, they are already citizens both in their school and community. It should be remembered that children's perceptions of what it means to be a citizen are being shaped by their everyday experiences. The school should therefore provide the ethos and structures whereby all pupils are enabled to gain the necessary skills, knowledge and understanding for citizenship in practice. PSHE and Citizenship lessons, along with assemblies, should enable the school to provide the planned opportunities for the school community to reflect on its aims, values and ethos. These values are clear in the school mission statement.

Principles

All areas of the curriculum need to take account of the principles of inclusion and equal opportunities. However, PSHE and Citizenship go further by requiring young people to explore directly the issues of inclusion and equality of opportunity. This entails appreciating similarities and valuing differences between people and cultures. It also means addressing issues such as bullying, racism, sexism and the nine protected characteristics. (See the school anti-bullying policy, equal opportunities including anti-racism policy and inclusion policies).

How do we make provision for PSHE & Citizenship?

PSHE and Citizenship will be provided through and combination of:

- Discrete curriculum time, including class councils, school council and circle time
- Directed hour long, weekly sessions
- Teaching through and in other subjects/curriculum areas
- Other PSHE and Citizenship activities and school events

To ensure coverage of the statutory framework that accompanies the National Curriculum, separate planned curriculum time for PSHE and Citizenship will need to be allocated. There should be planned provision for activities such as circle time, classroom councils and co-operative games.

Teaching through and in other subjects/curriculum areas

Teaching of PSHE and Citizenship will be through the example of the life of the school, through explicit teaching and planned activities through National Curriculum subjects and R.E:

- English – emotional literacy, discussion and debate, enquiry and communication, stories that illustrate aspects of personal and social development, how the media present information
- Mathematics – aspects of financial capability, counting and sharing, data handling
- Science – drugs (including medicines), sex, health, safety and the environment, ethical issues
- Design and Technology – health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology, sustainable development

- ICT – communicating with others via email, finding information on the internet and checking its relevance
- History – use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past
- Geography – topical issues concerning the environment, sustainable development, land use, study of children's own locality and places in different parts of the world, including less economically developed countries
- Modern Foreign Languages – communicating, learning about and understanding different people and cultures
- Art and Design – reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
- Music – making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression
- PE – teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports, gender issues
- R.E – religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships

Activities and events such as these provide opportunities for children to plan and work together and develop and maintain relationships under different circumstances. They can discover new qualities and characteristics through volunteering, participating and reflecting on new experiences. The links between PSHE and Citizenship are pastoral care and guidance are important. Where children are taught largely by a class teacher, these links may occur more naturally, but the role of other staff, keyworkers and peers is also important.

Key skills developed through PSHE and Citizenship

Emotional Literacy

Emotional literacy is the ability to recognise, understand, deal with and appropriately express emotions. Children need to understand the part emotions play in human experience and actions. To be emotionally literate children need to develop the following skills:

- Recognising, naming and describing feelings
- Understanding and empathizing with other feelings
- Managing one's own feelings
- Responding appropriately to the feelings of others
- Communicating effectively
- Being an effective listener

Communication

Reading, speaking, listening, questioning, discussion, debating and writing are essential components of PSHE and Citizenship. The opportunities provided through PSHE and Citizenship also enhance self-esteem and the quality of relationships, which in turn will enable young people to develop their communications skills in a safe but challenging climate.

Working with Others

An effective programme for PSHE and Citizenship entails children learning and using a variety of interpersonal and social skills, which they need to develop and practice in order to work collaboratively and effectively.

Improving Own Learning and Performance

PSHE and Citizenship should offer children opportunities to reflect on their achievements and to appreciate the cumulative effect of all the experiences that they have had on their personal and social development. It should enable them to take responsibility for their own learning through engaging in self-evaluation and assessment. This entails children identifying where they have been successful and why, and setting personal targets and goals for further development.

What should PSHE and Citizenship provide?

PSHE and Citizenship provides opportunities for identifying and understanding problems, identifying and evaluating a range of solutions, selecting and applying the most appropriate solution and re-evaluating in order to gauge the extent to which the solution has been successful.

Through problem solving activities children should be provided with opportunities to use a range of important skills, including 'thinking skills' identified below and others such as questioning, decision making, interpreting, selecting, analysing, negotiating and presenting.

Wherever possible, problem solving should be grounded in real life scenarios relating directly to the children's own experiences. The skills acquired can then be applied and developed in wider contexts. There is a place in PSHE and Citizenship for selectively using resources that present negative messages and images. These can be used to challenge stereotyping in its various forms and myths perpetrated through the media.

How will sensitive and controversial issues be handled?

Sensitive and controversial issues, such as sex, drugs, racism, religion and politics are certain to arise in PSHE and citizenship teaching. The exploration of these issues will touch deeply held beliefs and values and may arouse strong feelings. Part of the purpose of PSHE and Citizenship is to enable children to address sensitive and controversial issues directly in a balanced way in a safe environment. The school has a policy to teach Sex and Relationship Educations as part of its planned programme of PSHE (see RSE policy).

Teachers should:

- Ensure pupils establish ground rules about how they will behave towards each other and how the issue will be dealt with
- Judge when to allow pupils to discuss issues on their own or in small groups and when to join in and offer support
- Ensure that pupils are clear about the difference between fact, opinion and belief and that they have access to balanced information and views against which they can then clarify their own opinions and views, including contributions made by visitors to the classroom

- Decide how far they (the teachers) are prepared to express their own views, bearing in mind that they are in an influential position and that they should work within the school's values framework
- Provide appropriate support after a session for any pupil who may be troubled by an issue raised

How will the issue of confidentiality be handled?

In the context of PSHE and Citizenship, children sometimes make personal disclosures. Children must be made aware that it is necessary for the school and in particular our SENCO to act upon certain disclosures that they may make, for instance in relation to activities that are illegal or harmful to themselves or others. It is good practice to agree 'ground-rules' to clarify boundaries before tackling any sensitive or controversial issues.

How PSHE and Citizenship are assessed and recorded

Personal development is a key component of the Foundation Stage assessment included in children's PIPS entry profile used by the school. At Key Stages 1 and 2 there are no levels or end of Key Stage statements for PSHE and Citizenship and there is no requirement for end of Key Stage assessment in relation to these.

As part of the planned programme for PSHE and Citizenship teachers will need to identify clear learning outcomes in terms of knowledge, understanding, skills, values and attitudes, and children's progression in relation to these will be assessed, recorded and reported. As part of the annual report to parents schools must report on achievements in all subjects and activities studied as part of the school's curriculum, including PSHE and Citizenship. Such reporting provides the opportunity for children to comment and report on their achievements and review progress in relation to previously set targets, it also enables schools to obtain feedback from parents.

QCA guidance identifies two broad areas for assessment (see 'PSHE and Citizenship: Initial Guidance for Schools'):

- Children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures and the meaning of ideas including democracy
- How well children can use their knowledge and understanding in developing skills