

Christ Church School Personal, Social and Health Education and Citizenship Policy

Date of policy: May 2012 **Review date:** 2015/2016

Approved by governors: October 2012

This policy was drafted by the PSHE and Citizenship Coordinator, following advice from Camden LA. The implementation of this policy is the responsibility of all the teaching staff.

This policy should be read in conjunction with the Positive Behaviour policy, Drugs policy, Relationships and Sex Education policy, and Safeguarding and Child Protection policy. The school's PSHEC policy runs alongside the school's work as a rights respecting school; there are many links made between PSHE and the UN Convention on the rights of the child.

Definition of PSHE

PSHE and Citizenship is the school's planned provision to promote pupils' personal and social development, including all the Every Child Matters aims of promoting safety, health, enjoyment and achievement, economic well-being and making a positive contribution. It also includes citizenship. PSHE covers not only what is taught directly but all the other ways in which we support personal, social, health and citizenship development. At Christ Church School, PSHE is influenced by the school's ethos and the value we place on the development of the whole child.

Aims of the Policy

- To inform staff and parents about the content of PSHE and Citizenship.
- To provide a consistent approach to PSHE and Citizenship at Christ Church School.
- To ensure that there is continuity and progression throughout the school.
- To provide procedures for planning and assessing.
- To set out expectations for any outside visitor who might support the teaching.
- To ensure that legislation on 'Every Child Matters' is reflected in the curriculum that is taught at Christ Church.
- To ensure that a Rights-Respecting ethos is integrated into all our policies and practice.

The Mission Statement of Christ Church School

At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.

We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:

- promoting the highest standards of teaching and learning
- providing a rich and stimulating curriculum
- encouraging the development of self confidence, self discipline and healthy living

- developing a spiritual awareness
- promoting a Christian ethos whilst respecting other people's faith
- welcoming the involvement of parents and other members of the local community
- expecting everybody to understand their own rights and take responsibility to respect the rights of others
- expecting everybody to make a positive contribution to our school, the wider community and our planet
- providing an environment where all feel safe from bullying and discrimination.

Through PSHE and Citizenship Education, we aim to develop children's spiritual, ethical and moral understanding of the world around them. We endeavour to prepare all pupils for the opportunities, responsibilities and experiences of life by:

- Developing their confidence and responsibility, helping them to make the most of their abilities.
- Preparing them for active roles as citizens.
- Encouraging them to adopt a healthy, safe lifestyle.
- Helping them develop good relationships, respecting the differences between people.
- Helping to prepare children for their secondary schools.

We hope that individually pupils will be able to:

- Know how to keep themselves and others safe
- Socialise well
- Keep a healthy mind
- Know how to lead healthy lives
- Show respect for others
- Have a good understanding of how to deal with moral dilemmas
- Show positive feelings towards those less fortunate
- Care for the environment
- Develop confidence in their own abilities
- Become a good citizen
- Achieve economic well-being later in life
- Develop spiritual awareness and sense of personal well-being
- Develop an individual moral framework

Teaching PSHE and Citizenship

The outline of the PSHE and Citizenship Curriculum follows Camden's PSHE and Citizenship Scheme of Work.

PSHE and Citizenship teaching cannot be confined only to specific timetabled sessions. PSHE and Citizenship Education may take place:

- Through discrete curriculum time each year - at least half an hour a week for Circle Time/ PSHE direct teaching.
- Through and in other subjects/curriculum areas, for example in Science, PE, RE, ICT (E-safety), Geography, History and Literacy lessons.

- Through PSHE activities and school events, for example Health Weeks, fundraising for charities, educational visitors, visitors, School Council and residential experiences.
- Through collective worship. Daily and themed assemblies provide a good opportunity to enhance pupil's spiritual, moral, social and cultural development.
- Throughout the ethos of the school - the school's Positive Behaviour Policy, and its status as a Rights Respecting School.

When teaching PSHE and Citizenship, teachers should:

- be aware that children come to school with many different experiences which stem from their home backgrounds and cultures.
- always value the child's experiences which stem from their home background and culture
- consider cultural and religious issues when planning PSHE lessons
- always provide positive images of different people (with regard to gender, culture, religion, disability, class) in the resources that are used

Visitors may work with children to complement the work of the class teacher. It is important that the outside educator reads the relevant policy, particularly if teaching any part of the Relationships and Sex Education or Drugs Education programme before teaching. Visitors may include the school nurse, the school's link police officer from the Metropolitan Police, LA health advisors, Theatre Groups, and parents.

Assessing PSHE and Citizenship

In PSHE and Citizenship there are two broad areas for assessment:

1. children's knowledge and understanding, for example, information on health, understanding of rights and respecting rights, understanding of health and safety procedures, and the meaning of ideas, including citizenship, within a democracy.
2. how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

As with any curriculum area there needs to be regular assessment of PSHEC work. Assessment may be in the form of self assessment and feedback by pupils or by the teacher. Assessment may be done verbally or by writing, drawing and producing diagrams. Sometimes older pupils may take part in target setting and action planning to record their progress. Assessment will recognise the achievement and progress of each pupil and provide information for parents / staff at the end of the year. In addition, there are Key Statements for the end of both KS1 and KS2 against which all pupils can be assessed (please see Appendix 1).

Monitoring and Evaluating PSHE and Citizenship

PSHE and Citizenship should be monitored in line with the school improvement plan. This will ensure that the PSHE and Citizenship curriculum is being implemented and allow feedback into a review of this policy and practice. Monitoring will be in the form of lesson observations, looking at displays and written work and by speaking to pupils.

Evaluation of PSHE and Citizenship at Christ Church School may involve:

- pupil's reflections on what they have learnt
- pupil's views of PSHE and Citizenship activities
- teacher's views of the teaching programme
- teacher's views on the activities they have carried out with their year group

The role of the subject leader

It is the role of the PSHE & C subject leader to:

- engender a sense of enthusiasm and interest in PSHEC throughout the school;
- be a lead practitioner and model of good practice in the teaching of PSHEC, including modelling lessons and team teaching where appropriate;
- provide support for teachers in planning, teaching and assessing PSHEC, including advice on supporting G&T and SEN children;
- have an overview of current standards in PSHEC and of the strengths and areas for development in this area across the school;
- ensure that the PSHEC policy and S.O.W are used consistently throughout the school;
- organise the maintenance of existing resources and ordering of new resources for PSHEC;
- always ensure that positive images of different gender, religion, culture and ability are provided in the resources that are used;
- organise and advise teachers on extra-curricular activities linked to PSHEC - trips, visitors, workshops, clubs;
- with the head teacher, to monitor teaching of PSHEC through lesson observations and provide feedback to teachers;
- monitor planning and work samples for PSHEC and give feedback to teachers and the head teacher;
- Support colleagues in terms of their own professional development re PSHEC;
- write an annual action plan, agreed with the head teacher and in line with School Improvement Plan priorities;
- develop, write and review the policy and scheme of work for PSHEC
- organise and lead whole school events linked to PSHEC;
- liaise with the link governor(s) for PSHEC and prepare and give subject presentations to governors when appropriate;
- keep parents informed of developments in PSHEC, through newsletters or subject presentations as appropriate;
- liaise with other subject leaders, LA advisors and outside agencies linked with PSHEC;

- attend (and publicise to colleagues) professional development opportunities linked to the PSHEC and disseminate their learning;
- keep up to date with developments in teaching and learning in PSHEC;
- organise and/or deliver INSET and other training linked to PSHEC;
- work alongside the SLT to monitor the impact of current practice and to contribute to the strategic planning of the development of PSHEC throughout the whole school.

Review

This policy will be reviewed by the PSHE & C subject leader and the Governors' Curriculum Committee every three years to ensure it is a reflection of current best practice.

Appendix 1: End of Key Stage Statements

Key Stage 1

Children can:-

- identify and name some feelings and express some of their positive qualities.
- demonstrate that they can manage some feelings in a positive and effective way.
- begin to share their views and opinions.
- set themselves simple goals.
- make simple choices about some aspects of their health and well-being and know what keeps them healthy.
- explain ways of keeping clean.
- name the main parts of the body.
- talk about the harmful aspects of some household products and medicines.
- describe ways of keeping safe in familiar situations.
- explain that people grow from young to old.
- recognise that bullying is wrong and can list some ways to help in dealing with it.
- recognise the effect of their behaviour on other people and can cooperate with others.
- identify and respect differences and similarities between people.
- explain ways that family and friends should care for one another.
- distinguish between wants and needs.
- understand the concept of rights and use the term appropriately in discussion.
- understand that rights are linked with responsibilities.
- know about the UN Convention on the Rights of the Child and can refer to individual rights under the convention.

KEY STAGE 2

**Children can demonstrate that they recognise their own worth and that of others.
They can:-**

- A. express their views confidently and listen to and show respect for the views of others.
- B. identify positive ways to face new challenges.
- C. discuss some of the bodily and emotional changes at puberty.
- D. talk about a range of jobs and explain how they will develop skills to work in the future.
- E. demonstrate how to look after and save money.
- F. make choices about how to develop healthy lifestyles.
- G. identify some factors that affect emotional health and well-being.
- H. make judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and well-being.
- I. list the commonly-available substances and drugs that are legal and illegal and describe some of the effects and risks of these
- J. identify and explain how to manage the risks in different familiar situations
- K. explain how their actions have consequences for themselves and others
- L. describe the nature and consequences of bullying and express ways of responding to it
- M. identify different types of relationship and show ways to maintain good relationships
- N. respond to, or challenge, negative behaviours such as stereotyping and aggression
- O. describe some of the different beliefs and values in society
- P. demonstrate respect and tolerance towards people different from themselves
- Q. give examples of how their own actions have consequences, positive and negative, for the rights of others globally
- R. have a close familiarity with the articles of the UN Convention on the Rights of the Child
- S. give a range of examples of rights abuses from the immediate context of the school to the global context
- T. use the UNCRC as a framework for making moral judgements across a wide range of issues concerning justice and sustainability
- U. understand that their rights are linked with a wide range of personal responsibilities
- V. evaluate critically the actions of those with power, including governments, through reference to human rights