

PRIMARY DEPARTMENT
PSHE/CITIZENSHIP CURRICULUM



PRIMARY DEPARTMENT

PSHE/Citizenship Policy

Personal, Social and Health Education (PSHE) and citizenship enable children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organized and governed. We ensure that they experience the process of democracy in school through the election and membership opportunities provided through the School and School Council.

The aims of PSHE/Citizenship

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

- Know and understand what constitutes a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others regardless of race gender and mental and physical disability
- Be mature independent and responsible members of the school community
- Be positive and active members of a democratic society
- Develop self confidence and self esteem and make informed choices regarding personal and social issues.
- Develop good relationships with other members of the school and the wider community.
- Learn how to identify their feelings and emotions and how to deal with them in a positive way.
- Take more responsibility, individually and as a group for their own learning and to resist bullying.

Teaching and Learning

PSHE is taught mainly through oral discussion and practical activities or role play. Some simple recording is undertaken as appropriate to the task.

PSHE is a planned part of the integrated school curriculum, with each class teacher being responsible for the delivery of the appropriate part of the citizenship programme through other subjects, especially Geography, Religious Education and Science. A range of teaching strategies are used that enable pupils to develop their knowledge, skills and

understanding by working together on school and community projects as well as cross curricular topics that incorporate elements of PSHE and citizenship. Learning experiences will draw on pupils existing knowledge and experiences and provide a range of opportunities for pupil's to learn, practice and demonstrate skills, explore attitudes and increase their knowledge and understanding.

Circle time is used a regular activity in Early Years and Key Stage 1 and may be a lesson in itself or included as part of a lesson. Circle time activities give pupils time to reflect, develop empathy, debate and apply their learning to different situations. Circle time may be based on the PSHE scheme of work or individual topics or events.

In Key Stage 2, debating, circle time, role play and discussion sessions carry the subject.

Collective Worship provides opportunities to enhance pupil's spiritual, moral, social and cultural development and includes a weekly celebration assembly to reward a range of achievements both academic and social.

Resources

There is a bank of resources available for staff use including activity sheets, books and videos.

Assesement and Reporting

There are no statutory requirements for end of key stage teacher assessment in PSHE & Citizenship.

Teaches assess the children's work in PSHE and Citizenship by making informal judgements as they observe them during lessons, gauged against the specific key stage statements provided in the PSHE & Citizenship framework.

Focus for each lesson is doing rather than recording in order for children to have real life hands on experience. Assessment should offer the children the opportunity to reflect on their own progress.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key stage, as outlined in the National Curriculum Guidelines.

Assessment should be active and participatory, helping children to recognize the progress they are making in developing skills and taking part, as well as in their knowledge and understanding. This assessment should not be judemental.

Inclusion

Every effort will be made by all teachers to include all children in every lesson regardless of ability, responding to pupils' diverse needs and setting suitable Challenges. All children are given every opportunity to achieve their best. Teachers will use a variety of techniques to include less able and gifted and able children.