ROMAN WAY FIRST SCHOOL

Personal, Social and Health and Citizenship Policy

This school is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to this area of the curriculum.

Definition

There is a non-statutory framework for Personal, Social and Health Education and Citizenship for Key Stages 1 and 2 which is concerned with preparing the child for their adult life. It helps with confidence and responsibility, developing a healthy lifestyle, relationships and becoming an active citizen. PSHE & C are central to the educational entitlement of all children at Roman Way First School which is encompassed within the teaching of several subjects. It is an integral part of the whole curriculum but is also seen as a separate timetabled subject.

Aims

Roman Way First School promotes a warm and caring community where all individuals are valued. We work hard to produce a secure and happy atmosphere and high standards of achievement. We encourage in children, a respect for moral values, a tolerance and celebration of traditions and cultures, which are different. Our school aims to:

- Promote a holistic approach to PSHE, which pervades all aspects of the child's life at school.
- Plan, create and make use of opportunities, which consider achievement and promote positive experiences to develop self-esteem.
- Introduce children to a knowledge and understanding of healthy attitudes and lifestyles, which will help them to maintain a sense of well being.
- Help the children develop a range of personal and social skills, which will then help them to develop self-awareness, to relate to others and form stable relationships in their future lives.
- Enable children to have respect for others and have knowledge about other people in terms of gender, race, religious beliefs and other differences.
- Enable children to make decisions based on accurate knowledge and a sense of right and wrong.
- Promote in the children a sense of personal worth, so that they are able to assert their own rights and to respect the rights of others.
- Encourage children to see themselves as active, valued members of the community, knowing their rights and responsibilities and with the ability to express these appropriately.
- Teach the children the practical skills to keep them safe in the different, potentially dangerous situations, which they might find themselves in.
- Become a responsible citizen who knows they can make a difference to others around them and further afield through fundraising and work within the local community.

For pupils in Foundation Stage the school will implement the guidelines for Personal Social and Emotional Development as set out in the EYFS curriculum guidance.

Organisation

All pupils have a discretely timetabled time for PSHE each week using the Jigsaw PSHE scheme, led by the class teacher or qualified member of staff. Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme. Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Stage to Year 4. By its nature, much of the PSHE curriculum is taught and encouraged discreetly. Class teachers and other members of staff have the responsibility of teaching children positive social, emotional and spiritual skills through:

- Implementing the school's procedures for pastoral care, guidance and support.
- Responding to class/individual needs and issues, providing discrete sessions to promote pupils' personal and social development.
- Handing issues outside the classroom in a calm manner which encourages the children to reflect on their own behaviour.
- Modelling good practice in attitude, commitment and work ethic.

Developing responsible citizens should also be interwoven within other curriculum areas. For example, when children are taken on a trip, they are to be encouraged to show respect for members of the public and visit leaders.

Teaching and Learning

Personal and social development is the result of both a planned curriculum and a commitment to a whole school ethos where all members of the school community are valued and respected. This means the staff being effective role models by maintaining good, appropriate relationships, encouraging a working atmosphere and showing respect for the environment.

There are many different ways of developing opportunities for PSHE and Citizenship. Some of the approaches, which may be used, are:

- Circle time
- Group work
- Problem solving
- Discussion
- Independent learning
- Drama/role play
- Visits outside school
- Use of stories

Whole School Approaches

There are many activities that form part of our school routine that help promote children's self-awareness, self-esteem and confidence. These include:

- Celebration assemblies
- Displays of work
- Class assemblies, concerts and school performances
- Collective worship, though not PSHE based, often encourages children to reflect, contemplate, share and appreciate the quality of relationships
- The management of day to day incidents, which provide opportunities to raise awareness, explore issues and generate more thought about future behaviour
- Clubs, trips and school journeys, which foster independence, responsibility across the whole school community

- Fund raising, local issues, visits which help provide important links with the community and develop community involvement.

Citizenship and PSHE projects

From time to time there are PSHE/Citizenship special events that usually concentrate on one particular aspect of PSHE. These might be through:

- Special assemblies on a particular theme
- Theme days (e.g. Poetry day)
- Visitor to the school (e.g. Theatre)
- Joining in locally/nationally organised events

School Council

The School Council is a key element in the development of Citizenship in the school. The School Council encourages all children to take an active role in the life of the school by allowing them the chance to raise their concerns and ideas for formal discussion. It also allows children to be involved in the school's decision-making process and whenever reasonable new ideas and initiatives should be put to the School Council for their input. To ensure the School Council runs smoothly all staff should:

- Support and promote the elections each year
- Allow class time for the class representatives to feed back to the pupils as soon after each meeting as possible
- Allow class representatives to attend all meetings

Organisation and Management

The co-ordinator will be responsible overseeing the implementation of the policy, coordinating the programme of work and monitoring its success with the staff and the children. The policy should be read in conjunction with the sex education, drugs, equal opportunities, child protection and behaviour policies.

Inclusion

The school will work to ensure that all pupils are provided with appropriate support in their personal and social development. In order to achieve this, teachers will work to:

- Set suitable learning challenges
- Respond to pupils diverse learning needs
- Overcome potential barriers to learning
- Additional opportunities to take responsibility, think creatively and use their talents for the good of the class or the wider community.

Assessment

Teachers provide opportunities for pupils to receive feedback on their progress and achievements. A range of assessment methods may be used e.g. pupil discussion, peer assessment, self-assessment and work.

Monitoring

The subject leader provides support for teachers and will lead the evaluation of PSHE having discussions with teachers and pupils and providing the head teacher with information regarding strengths and areas of development.