



ST LEONARD'S CE PRIMARY ACADEMY
 Linley Road, Blunsdon, Wiltshire, SN26 7AP
 Tel: 01793 721423 Fax: 01793 700748
 Reg Office: As above
 Company Reg No. 07807811
 Head Teacher: Nicola Mills BEd (Hons)



St Leonard's CE Primary Academy Personal, Social and Health Education (PSHE) And Citizenship Policy 2017 - 2019

(see also Behaviour and Discipline; Drugs; Food; Health, Safety and Welfare; Sex and Relationship Education)

This policy should be taken and used as part of St Leonard's Church of England Primary Academy's overall strategy and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

1 Aims and objectives

1.1 At St Leonard's, we believe that education in PSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the Academy and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that pupils experience the process of democracy through participation in the Academy council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society. Indeed, the teaching of PSHE and citizenship helps in many ways to meet the objectives set out in The Children's Act 2004 ('Every Child Matters') - that children should: 'be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being'.

1.2 Our objectives in the teaching of PSHE and Citizenship are for all of our children:

- to know and understand what is meant by a healthy lifestyle
- to be aware of safety issues
- to understand what makes for good relationships with others
- to have respect for others
- to be thoughtful and responsible members of their community and their Academy
- to become active members of our democratic society
- to develop self-confidence and self-esteem



Living and Learning Together with God's Help



- to make informed choices regarding personal and social issues
- to develop good relationships with other members of the community

2 Teaching and Learning Style

2.1 We use a range of teaching and learning styles to meet the PSHE and Citizenship requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special Academy events (such as Collective Worship or open evening), or involvement in helping other individuals or groups less fortunate than themselves. We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour, and resolve any conflicts. We offer children the opportunity to hear visiting speakers, such as health workers, police and local clergy, whom we invite into the Academy to talk about their role in creating a positive and supportive local community.

3 PSHE and Citizenship Curriculum Planning

3.1 We teach PSHE and citizenship in a variety of ways. Sometimes, e.g. when dealing with issues in drugs education, we teach PSHE and citizenship as a discrete subject. On other occasions, we introduce PSHE and citizenship topics through teaching in other subjects. For example, when teaching about local environmental issues in geography, we offer pupils the opportunity to find out who is responsible for the maintenance and upkeep of local parks and cycle paths. Also, as there is a large overlap between the programme of study for religious education and the aims of PSHE and citizenship, we deliver a considerable amount of the PSHE and citizenship curriculum through our religious education lessons. The Academy also makes use of the QCA units for teaching citizenship at Key Stages 1 and 2.

3.2 We also develop PSHE and citizenship through various activities and whole-Academy events, e.g. the Academy council representatives from each form meet regularly to discuss Academy matters. We offer a residential visit in Key Stage 2, where there is a particular focus on developing pupils' self-esteem, and giving them opportunities to develop leadership skills and positive group work.

4 The Early Years Foundation Stage

4.1 We teach PSHE and citizenship in reception classes as an integral part of our topic work. As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the PSHE and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHE and citizenship matches the aim of developing a child's personal, emotional and social development as set out in the ELGs. We also support citizenship education in the Reception Class, when we teach 'how to develop a child's knowledge and understanding of the world'.

5 PSHE and citizenship and ICT

5.1 ICT makes a contribution to the teaching of PSHE and citizenship in that children in ICT classes learn to work together in a collaborative manner. They also develop a sense of global citizenship by using the Internet and e-mail. There is consequently an Internet Proficiency Scheme for Key Stage 2 pupils. This scheme aims to develop a set of safe and discriminating behaviours for pupils to adopt when using the Internet and other technologies. Through discussion of safety and other issues related to electronic communication, the children develop their own view about the use and misuse of ICT, and they also gain an insight into the interdependence of ICT users around the world.

6 PSHE and citizenship and inclusion

- 6.1 We teach PSHE and citizenship to all children, regardless of their ability. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties. Intervention through Academy Action and Academy Action Plus will lead to the creation of an Individual Education Plan (IEP). When teaching PSHE and citizenship, teachers take into account the targets set for the children in their IEPs, some of which targets may be directly related to PSHE and citizenship targets.
- 6.2 For gifted and talented pupils, teachers will provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

7 Assessment for learning

- 7.1 Our teachers assess the children's work in PSHE and Citizenship both by making informal judgements, as they observe them during lessons, and through formal assessments of the work done, gauging it against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.
- 7.2 Our teachers keep a record of the achievements of pupils in PSHE and citizenship. We report these achievements to parents each year.
- 7.3 We do not set formal tests in PSHE and citizenship. The assessments that we make of pupil achievement are positive and record achievement in its widest sense.

8 Resources

- 8.1 We keep resources for PSHE and citizenship in individual classes, to match each unit of work. We have additional resources in the library. Our PSHE and citizenship coordinator holds a selection of reference materials for teaching sensitive issues.

9 Monitoring and review

- 9.1 The planning and coordination of the teaching in PSHE are the responsibility of the PSHE subject leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a strategic lead and direction for PSHE
 - gives the Head Teacher an annual Action Plan including a summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement
 - uses non-contact time to observe lessons and/or monitor pupils work when appropriate

This policy is reviewed every two years.