



BROADSTONE MIDDLE SCHOOL

POLICY :

Personal, Social and Health Education (PSHE) and Citizenship Policy

Author:	Executive Head
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Personal, Social and Health Education (PSHE) and Citizenship Policy

1 Aims and Objectives

- 1.1** Personal, social and health education (PSHE) and citizenship enables 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 organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.
- 1.2** The aims of personal, social and health education 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;
 - be 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
 - to understand and appreciate the diverse society we live in.

2 Teaching and Learning Style

- 2.1** We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, (e.g. charity fundraising, the planning of school special events such as an assembly or open evening, or involvement in an activity to help other individuals or groups less fortunate than themselves). We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. We actively visit people in the local community.

3 PSHE and Citizenship Curriculum Planning

- 3.1** We teach PSHE and citizenship in a variety of ways. In Year 6 we introduce philosophy for children and at Key Stage 2 we teach PHSE with a discrete topic based approach. In some instances, e.g. drugs education, we teach PHSE and citizenship as a discrete subject.
- 3.2** Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the programme of study for religion and philosophy education and the aims of PSHE and citizenship, we teach a considerable amount of the PSHE and citizenship through our religion & philosophy lessons.

3.3 We also develop PSHE and citizenship through activities and whole school events, e.g. the school council representatives from each year group meet weekly to discuss school matters.

4 Teaching PSHE and Citizenship to Children with Special Educational Needs

4.1 At our school we teach PSHE and citizenship to all children, whatever their ability. PSHE and citizenship forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PSHE and citizenship teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider the accurate coverage and pitch.

4.2 Using our SOLO approach, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

4.3 In accordance with the SEN Code of Practice (2014), Intervention through SEN support will lead to an individual education plan, known as a PIIMS (Pupil individual information Mapping system). This document will include SMART targets (specific, measurable, achievable, realistic and timely) related specifically to the area of need and relating to PSHCE and citizenship.

4.4 We enable pupils to have access to the full range of activities involved in learning PSHE and citizenship. Where children are to participate in activities outside the classroom, for example, a charity fundraising event at a local church hall, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5 Assessment and recording

5.1 Teachers assess the children's work in PSHE and citizenship both by making informal judgements as they observe them during lessons and by doing formal assessments of their work, measured against the specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and apply in real life situations.

5.2 Teachers record the progress and achievements of students in religious philosophy in Key Stage 3. This is measured termly.

5.3 We do not set formal examinations in PSHE and citizenship. The assessments that we make of pupil achievement do not imply that a pupil has 'passed' or 'failed'.

6 Monitoring and review

6.1 Key teachers in KS3 lead quality assurance meetings and are responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Subject monitoring is done via scrutiny of pupils' work, discussions with pupils and staff and subject development reviews.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the trust's Equality Policy.