



Ark Bentworth Primary Academy
PSHCE POLICY



Ark Bentworth Primary Academy Personal, Social & Health Education & Citizenship Policy

Aims & Objectives

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.

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;
- have the independence of mind to question;
- Develop good relationships with other members of the school and the wider community.

Teaching and learning style

At Ark Bentworth Primary Academy, we have developed six core values that will underpin everything we do within the school.

Respect Resilience Generosity Honesty Independence Happiness

Aiming High, Achieving Together

These values are promoted alongside the Social and Emotional Aspects of Learning (SEAL) in assemblies, displays and classroom activities. 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. 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. Through Philosophy 4 Children (P4C) children learn how to voice their opinion and how to agree and disagree with others in an appropriate manner. We offer children the opportunity to hear visiting speakers, such as health workers and police, whom we invite into the school to talk about their role in creating a positive and supportive local community.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship in a variety of ways, eg circle times, philosophical enquiry, discussions and assemblies. It is based on the seven SEAL topics and schools' values:

1. Autumn Term 1: SEAL topic 'New beginnings', School value: Ambition
2. Autumn Term 2: SEAL topic 'Getting on and falling out', School value: Friendship.
3. Spring Term 1: SEAL topic 'Going for Goals', School value: Determination
4. Spring Term 2: SEAL topic 'Good to be me', School value: Honesty.
5. Summer Term 1: SEAL topic 'Relationships', School value: Respect.
6. Summer Term 2: SEAL topic 'Changes', School value: Community
7. At any time: SEAL topic 'Bullying'.

We develop PSHE and citizenship through activities and whole-school events, e.g. the school council representatives from each class meet regularly to discuss school matters. Children are encouraged to participate in a small performance weekly in an achievement assembly, and at the end of each term stage their own performance/production.

Teaching PSHE and citizenship to children with special educational needs

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 each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, 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.

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 school environment, for example, a charity fund-raising event, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment & Recording

Teachers assess the children's work in PSHE and citizenship through observation during lessons and pupils' social interactions around the school. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. Assessment should offer the children the opportunity to reflect on their own progress. Children's progress in P.S.H.E. is reported to parents in their end of term reports.

Resources

We keep resources for PSHE, citizenship and SEAL in a central store and use a range of appropriate websites. Our PSHE and citizenship subject leader holds a selection of reference materials for teaching sensitive issues.

Monitoring & Review

The PSHE and citizenship subject manager together with the Head of School is responsible for monitoring the standards of children's work and the quality of teaching of this subject. 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. The subject leader is also responsible for reporting to the Head Teacher evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

Policy Review Date: September 2018

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