

Priory Infant School Ramsgate

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

Aims and objectives:

At Priory Infant School we believe strongly in education for life. Our aim is to prepare children for life by enabling them to be as independent as possible, by enhancing their natural curiosity and by giving them the social skills they will need to play an active role in society.

Our PSHE and citizenship curriculum enables children to become healthy, responsible, independent members of society. We purposely adopt a practical and play-based approach to PSHE topics and involve drama and role-play as much as possible, believing this to be the best way for young children to explore the issues involved.

We encourage the children in our school to develop responsibility and to play a positive role in the life of the school through the system of Lunchtime and Playground Helpers and through appropriate class and school "jobs" for which children are responsible. This develops their self-confidence, self-esteem and independence.

The children are taught about democratic systems through Circle Time activities and by presenting excellent adult role models. We also ensure that children are aware of the different beliefs and traditions of the multicultural society in which they are growing up and that they develop understanding which leads towards tolerance and appreciation in order to become positive members of a diverse multicultural society.

Through our PSHE curriculum our aim is to enable children to:

- Know and understand what constitutes a healthy lifestyle
- Be aware of their own safety and how they can keep themselves safe in different situations
- Understand what makes good relationships with others...sharing, listening, negotiating etc.
- Have respect for others and property
- Be independent and responsible members of the school community by understanding the few rules there are and why we have them
- Enabling children to make informed choices about social and personal issues
- Understand the need to consider others in the school community and in the wider community
- Develop self confidence and self esteem
- Be able to express their feelings

At Priory Infant School, we are committed to making our school a Healthy School. We have set up a School Council and have written a Whole School Food Policy. Also, we have successfully maintained 'Healthy Schools Status' by the Thanet Quality Assurance Group and have been commended for our outstanding good practice and clear commitment to staff wellbeing.

Teaching and learning Style:

The aims above are embedded in our school aims and philosophy and are integral to the day-to-day routines and ethos at Priory Infant School.

This ethos is shared with children through assemblies, positive behaviour programmes, the conduct of all adults in the school, Circle Time, Golden Rules, Golden Time, stories for discussion and democratic classroom organisation activities.

We place an emphasis on practical, play-based learning for the majority of the curriculum and our PSHE scheme of work has been developed to include many opportunities for discussion, games, problem solving activities, role play, imaginative play, puppetry, the use of video, stories, poems and songs. Many of the themes or topics are introduced through big books, or through real life scenarios and are then followed up using many of the above methods, as appropriate.

We encourage the children to take part in a range of practical activities that promote citizenship such as taking part in fundraising events for charities throughout the year such as the National Children's Home, McMillan Nurses, and Barnados etc. Donations from our Christmas plays often go to children in the Third world. At harvest time children are taught about climate differences across the world and how this causes drought and famine. We also have non-uniform days where donations are made to chosen charities.

We organise visiting speakers from the community e.g. Community Police Wardens to fit in with our curriculum work, the school nurse, the local fire officer and crew, the local WPC, the vicar from the local church and a representative from Dogs for the Blind.

All of these people visit to talk to the children about their role in creating a positive and supportive local community.

The children also make educational visits to support the PSHE and citizenship curriculum. For example to the church and synagogue, the harbour, lifeboat station and beach and shopping for ingredients to support their learning. Children in Year 2 visit an old people's residential home each Christmas to sing carols and to talk to the residents.

PSHE and Citizenship planning:

PSHE and citizenship is taught implicitly throughout the school as well as explicitly through different topics and as a scheme of work in its own right.

With our young children we adopt a cross curricular, topic based approach in which PSHE and citizenship work naturally through other subjects. PSHE and Citizenship is also taught discretely using a scheme of work supported by the SEAL project, Big Books and class activities to introduce themes for discussion or a group activity. These published materials provide a supportive framework for teachers and teaching assistants to use and cover a wide range of PSHE topics such as how to be a good listener, how to negotiate and resolve problems, telling the truth, making choices and taking responsibility.

"Healthy Living and Healthy Eating" is taught across the whole curriculum, throughout the school. The children learn about habitats and the effects of litter and pollution on our environment, safety in the home, how and when to dial 999 and the role of the emergency services. In science and their work on "The Five Senses" they learn about the dangers of touching or tasting unknown substances. We have a

“Feeling Safe Week” biannually where children learn about staying safe in school, at home and in the community.

In the Foundation Stage the teaching of PSHE matches the Early Learning goals set out for children’s personal, social and emotional development and is embedded in our early years ethos, organisation and play based curriculum eg. Children are encouraged through clear labelling and the use of pictograms to tidy away their own activities, eg. they know that only 3 are allowed in the sand/water through a “smiley face” system. Citizenship is supported through topics covered in the “knowledge and understanding of the world” component...eg the children learn that they live in a seaside town and visit the beach to collect natural objects and learn about safe behaviour at the seaside.

Through Social and Emotional development they learn to understand that people have different views, needs and cultures and beliefs that need to be treated with respect. They are taught to consider the consequences of words and actions for self and others, and learn what is right, wrong and why.

Inevitably there is a large overlap in our RE curriculum with PSHE and a lot of our RE work on different faiths and multiculturalism as well as being a good citizen directly addresses much of the PSHE curriculum.

PSHE themes are also followed in assemblies throughout the year which can then be followed up in class as appropriate.

We teach PSHE and Citizenship to all of our pupils, regardless of their ability. Teachers provide learning opportunities matched to the individual needs of the children in each class...those with learning difficulties and those who are most able. When planning and teaching PSHE and Citizenship we take into account the targets set for individuals and groups.

When talking to children about the planned fire drills, teachers should include “Stop, Drop and Roll” training as part of P.E. or PSHE lessons from time to time. Also teaching children the importance of never handling matches, the rhyme “Matches, matches, never touch, they can hurt you very much”, should be used.

Assessment and Recording:

Teachers assess children’s performance in PSHE mainly through observation and making informal judgements during lessons and activities about how the child has achieved against the learning objective for the lesson. Where appropriate the children’s recorded work can be used for assessment. We have clear expectations (using the learning objectives which are made clear in our medium term planning) about what we expect the pupils to know, understand and be able to do at the end of each year. The PSHE Curriculum leader frequently liaises with all the teachers’ and reviews the planning throughout the school to ensure that the PSHE curriculum is delivered correctly.

Teachers make a formal written report about each child’s progress in PSHE and Citizenship on the report to parents annually.

Resources:

The SEAL project resources, Big Books and teachers books to support the PSHE scheme are kept in the library. Other story books and PSHE curriculum books are labelled on the library shelves and available to borrow.

PSHE story books are kept in the hall and used mainly in assemblies to promote sharing and caring. Other cross curricular PSHE resources are kept in the topic boxes in the ICT suite storeroom.

The Headteacher and Family Liaison Officer have a range of reference materials for dealing with sensitive issues which can be borrowed.

Sex Education: It has been agreed by the School Governors that no formal education should take place. However, children will become aware of growth and reproduction of plants, insects, animals and humans through their own observations and study of nature at school.

Questions will be answered honestly and openly and children will be encouraged to ask their own parents or guardians for fuller explanations.

Monitoring and Review:

The Headteacher is responsible for monitoring the standards of children's work and the quality of teaching. The Deputy Headteacher and PSHE Curriculum Leader support colleagues by making them aware of the resources which are available and preparing the outline scheme of work.

The Senior Management Team and PSHE Curriculum Leader review the policy and the schemes of work.

Review date: 2016